REPORT RESUMES

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THE SKILLS OF TEACHING.
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TEACHING SKILLS WHICH ARE A PART OF THE TEACHER'S LEADERSHIP ROLE IN THE TEACHING PROCESS WERE IDENTIFIED BY ADMINISTRATORS AND TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS. IDENTIFICATION OF TEACHER LEADERSHIP ITEMS WAS DONE BY THE CONFERENCE METHOD WITH ADMINISTRATORS AND TEACHERS OF TWO CALIFORNIA SCHOOL DISTRICTS. THE ITEMS WHICH WERE DEVELOPED INTO A 1-TO-10 RATING SCALE, WERE CLASSIFIED UNDER THE HEADINGS OF (1) GOAL SETTING, (2) ASSIGNMENTS OF SPECIFIC RESPONSIBILITY, (3) EVALUATION AND REWARD, (4) AUTHORITY, (5) RESEARCH, (6) RECORD-KEEPING, (7) COORDINATION INTERNALLY AND EXTERNALLY, (8) COMMUNICATION, (9) IDENTIFICATION, (10) PACING, (11) INTERPERSONAL SKILLS, AND (12) MAINTENANCE OF A LEARNING ENVIRONMENT. THE SAMPLE IN THE STUDY CONSISTED OF 75 SECONDARY EDUCATION GRADUATES AND 75 ELEMENTARY EDUCATION GRADUATES WHO WERE SELECTED USING RANDOM SAMPLING TECHNIQUES. IDENTICAL RATING SCALES WERE SENT TO THE TEACHERS AND TO THEIR PRINCIPALS, EACH OF WHOM HAD INDICATED WILLINGNESS TO COOPERATE IN THE STUDY. A TEACHER'S AND HIS PRINCIPAL'S STATEMENTS WERE USED IN MATCHED PAIRS. THE DATA WERE ANALYZED TO DETERMINE THE EXTENT TO WHICH TEACHERS AND THEIR ADMINISTRATORS PLACED HIGH VALUES ON DIFFERENT INVENTORY ITEMS. CORRELATION COEFFICIENTS OF THE AGREEMENT AMONG RANK ORDERS OF THE TWO GROUPS WERE CALCULATED. VARIMAX ROTATION WAS USED TO DETERMINE THE PATTERN OF TEACHERS' AND ADMINISTRATORS' JUDGMENTS. THE DATA SHOWED--(1) THAT THERE WERE PATTERNS OF DISAGREEMENT SUCH THAT IT WAS ESSENTIAL TO DEVELOP TWO DIFFERENT SETS OF ITEMS, ONE TO BE USED WITH ADMINISTRATORS AND ONE TO BE USED WITH TEACHERS, (2) THAT THE TECHNIQUE EMPLOYED WAS A USEFUL WAY OF IDENTIFYING TEACHING SKILLS, (3) THAT THE ITEMS SELECTED ARE NOT SKILLS BUT RATHER THEY ARE BEHAVIORAL GOALS, AND (4) A FOLLOW-UP STUDY OF TEACHING SKILLS OF GRADUATES SHOULD BE DONE USING TWO DIFFERENT INSTRUMENTS FOR TEACHERS AND ADMINISTRATORS. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.00 FROM THE U.C.L.A. STUDENT'S STORE, 308 WESTWOOD BOULEVARD, LOS ANGELES, CALIFORNIA 40024. (DS)

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THE SKILLS OF TEACHING

A study for the
Ford Foundation
Teacher-Education
Project, UCLA

by

Claude W. Fawcett

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The Skills of Teaching

Field studies of graduates made by schools of education to determine the immediate and long-range effectiveness of their teacher-preparation programs have seldom been related to the skills of teaching. They have normally been used to determine persistence in the profession, personal characteristics displayed by the individual, salaries earned after a specified period of time, or promotions to administrative ranks. Reason would dictate the evaluation of a school's effectiveness should be made in terms of professional skills, attitudes, and knowledge that teachers display at work.

Prudence would indicate that these be separated from each other in a field study of graduates. Knowledge is such a substantial part of either skill or attitude that it should be examined last for more incisive evaluation. Attitude evaluation more properly assumes the character of examining habitual teacher behavior patterns of satisfying need--dispositions in work with a group of young people under instruction. This is difficult to study unless the leadership patterns of the teacher are held constant. Leadership is composed of teaching skills. Assessment of teaching skills would seem to be the most appropriate beginning point to study the effectiveness of teachers at work.

There are substantial reasons for examining teaching skills within the context of leadership. The concept of grade grouping implies that students "ready" and qualified to pursue common goals are put together. There is an assumption that the social context of the classrooms enables children to stimulate and teach

each other. It is true that teaching can only "lead" because learning, if done at all, must necessarily be done by the student. The classroom is a sub-unit for which the teacher is responsible in a larger organization. Every modern definition of the term, leader, then applies. He is a facilitator; he is an organizer; he is a goal setter capable of specifying the means by which the goal is to be reached, and capable of evaluating learning results within the class organization.

This view of teaching skills does not eliminate consideration of more usual descriptions of teaching skills, e.g., teaching of reading, maintaining discipline, directing discussions, lecturing, etc. It suggests merely that these more specific skills are put into a broader context, and given more meaning as a part of a unified analysis of the teacher's function within the classroom.

If this view of teaching skills is to be found worthy of further study, then it must be possible to identify with teachers and administrators significant leadership skills of teachers which can find acceptance with both teachers and administrators.

Method of Study

Seven steps were used to complete the study. Identification of the items of teacher leadership was done by the conference method with administrators and teachers of two school districts. The Riverside City Schools group was composed of all elementary and secondary principals, central office administrators, and the teacher evaluation committee of the teachers association, 42 in number. The Newport Harbor Union High School group was composed of the central office administrators, high school principals, and two teachers, 12 in number. Each group met with the investigator who served as a conference leader. The only structuring of the conference situation was to ask the question, "What skills have you observed teachers using at work?" Impetus was given to the discussions by a general review of the purposes of teacher evaluation. Each group met with the investigator for 16 hours of discussions. No attempt was made by the conference leader to structure responses at the time of the meeting, save only the essential elimination of duplication and refinement of meaning. All statements about which there was any general agreement in the groups were recorded.

When statements were available from the two groups, an attempt was made to subsume them under the classification of leadership skills identified by Selznick,[1] Argyris,[2] and McGregor.[3] These were goal setting, assignments of specific responsibility, evaluation and reward, authority, perpetuation, communication, identification, and pacing. Not all the items fit. There was a group of statements that were clearly in the realm of interpersonal relations with students, fellow teachers, administrators, and members of the public. It was deemed wise to add a category identified as interpersonal skills. A group of responses were primarily identified with the teaching-learning process. Items relating to the maintenance of a learning environment, sequencing of instruction, management of the tools of learning, and diagnosis of learning difficulties seemed to require a special section on the teaching-learning situation. The leadership classification of perpetuation seemed very inadequate to describe the process in public schools. Items produced in this category required three different headings; they were research, record-keeping, and coordination internally and externally. Using the expanded categories, it was possible to fit the statements secured from the two conference groups into an orderly classification.

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[1] Selznick, Philip. Leadership in Administration. Boston: D.C. Heath Company, 1957.

[2] Argyris, Chris. Executive Leadership. New York: Harper and Brothers, 1953.

[3] McGregor, Douglas M. The Human Side of Enterprise. New York: The McGraw-Hill Book Company, Inc., 1960.

In preparing the data for presentation to other administrators and teachers so that the extent of agreement could be established and a minimum list of leadership skills put together, a special format was adopted. Since the extent of agreement between teachers and administrators was being sought, it seemed imperative that they be from the same working situation. It was decided to use only statements from a teacher and his principal in matched pairs. Instruments were prepared in different colors for principals and teachers. The purpose of the investigation was printed on the face of the instrument. In order to secure judgmental marking from the teacher, he was asked in the first part of the instrument to identify on a five-point scale the extent to which he possessed the skill identified. In the second section of the instrument, he was asked to indicate on a five-point scale the importance he attached to the skill. The principal was asked, in the first part of the instrument, in terms of the individual who was teaching for him, to indicate the extent on a five-point scale that the teacher actually possessed the skill. He was asked in the second section to indicate the value he placed on the skill. This format, which required both teacher and principal to make judgments on 173 items twice proved to be a limiting factor in securing numbers of returns. Restricting use of instruments to those returned by both teachers and their administrators further restricted the numbers of useable instruments returned.

The population for the study was a sample selected from two years of teaching graduates from U.C.L.A. One group had completed credentials six years and the other two years before the study was made. Seventy-five secondary graduates of each group were selected in an alphabetical list by random choice of each third person whose current address could be identified either from records in the Educational Placement Office or from school directories. Seventy-five elementary candidates from each group were chosen in the same manner. Thus, the population was composed of four groups of seventy-five teachers. This relatively large sample was chosen because of anticipated difficulty in securing cooperation of both administrators and teachers. The two groups of teachers spanned possible differences in instructional content in the preparing institution.

Each teacher and his principal received a letter requesting cooperation. The letter gave a complete explanation of the study, the tested time it would require to mark the instrument, and requested the return of a card to indicate willingness to cooperate. As the cards were returned, the instrument was mailed. After an interval of three weeks, sufficient other persons were chosen from the list of graduates to bring up the number in the sample to 75 again. In another three weeks the process was repeated. Eventually 75 instruments were mailed to the secondary graduates two and six years out of school and their principals. The list of elementary graduates six years out was exhausted and only 51 questionnaires were mailed to the teachers and their principals. The list of two-year elementary graduates was almost exhausted when the sixtieth questionnaire was mailed to the teachers in that group. When the completed instruments were not returned, letters reminding the participants were mailed at three-week intervals.

Since matched pairs of teacher-administrator returns were the only data acceptable, many instruments had to be discarded because one or another of the pair failed to return the instrument. The useable data consisted of 28 pairs from secondary graduates six years out of school, 27 pairs from secondary graduates two years out of school, 16 pairs from elementary graduates six years out of school, and 24 pairs from elementary graduates two years out of school.

Many reasons were given by teachers and principals for not returning the completed instrument. Five principals stated frankly that they didn't know these things about their teachers. Three objected to the length of the document. Ten stated simply that they just hadn't found time to complete it although they intended to do so when they returned the card. Six teachers complained that they didn't understand the intent of the study. Twelve said they just didn't get around to doing it in time. There seemed to be no substantial objection to the content contained in the instrument, merely reluctance to take the time to complete the judgments requested.

The data were analyzed first to determine the extent to which teachers and their administrators placed high values on different items in the inventory. Values were used to determine the rank order of the items. Correlation coefficients of the extent to which there was agreement among rank orders of the two groups were calculated.

Enough differences in rank orders were uncovered by the first step of data analysis to justify factor analysis to determine the pattern of judgments of the teachers and the administrators. This was done by Varimax rotation.

Clear enough patterns of disagreement were evident so that it was considered essential to develop two different sets of items, one to be used with administrators, and one to be used with teachers themselves. Guttman scaling techniques were used to select items from favorable responses of teachers and administrators. The test used was the requirement of 90 per cent reproducability.

Agreement of Teachers and Administrators About Inventory Items

The first step in the data analysis was to determine by frequency of favorable responses the rank order given to each item in each sub-group of the classification list by the teachers and the administrators. Then the correlation between the rank orders were ascertained. Correlation coefficients were as low as .071 on the group of statements about the teacher-administrator relations to a high of .741 in the group concerning organization of the classwork. Table I indicates the range of correlation coefficients of the rank orders provided by the favorable responses of administrators and teachers to the leadership skills items.

Table I

Correlation Coefficierts of the Rank Orders of the Responses of Teachers and Administrators

Classification of Items	r's
I. Interpersonal Relations	
A. Teacher-Student	.353
B. Teacher-Teacher	.235
C. Teacher-Administrator	.071
D. Teacher-Parent	.430
II. Classroom Management	
A. Goal-Setting	.327
B. Organization of Classwork	.741
C. Evaluation and Reward	.180
D. Authority	.329
E. Research	.441
F. Record-Keeping	.406
G. Instructional Coordination	.642
H. Communications	.409
I. Identification	.466
J. Efficient Utilization of Class Time	.430
III. Instructional Skills	
A. Learning Environment	.533
B. Tools and Materials of Learning	.533
C. Sequencing of Instruction . . .	.569
D. Analysis of Learning Problems	.077

It should be noted from the above that, even though most correlations were clustered around the .500 figure, the lower correlations were obtained in areas in which there is now much disagreement in the profession. Controversies about the role of the administrator and his relations with teachers are numerous. Evaluation and reward systems related to specific teaching objectives is but now being tentatively considered in the profession. The idea of precise goal setting for instructional purposes is mostly experimental. Much confusion exists concerning the idea of diagnosing learning difficulties. It is apparent that the present controversies in the profession did influence the responses. Enough substantive agreement did exist, however, to suggest that a selection of items could be made that would not only receive approbation from the teachers and administrators, but would receive approval from both. By applying these criteria, it was possible to identify a list which possesses these two characteristics.

Selection of items by application of these two criteria produced the results illustrated in the following tables. Table II shows the rank orders given to the various items of teacher interpersonal behavior under the heading of teacher-student relations. Four items matched the criteria. They included first, second, third, and fifth choices of principals. They included first, second, fourth, and fifth choices of teachers.

Table II

Interpersonal Behavior
Teacher-Student Relations

	Ranks* Teacher	Principal
1. Students are eager to enroll in the teacher's classes.	10	4
2. They consider the teacher fair and just.	8	7
3. They seek the company and counsel of the teacher.	9	6
4. They react favorably to the teacher's voice, facial expressions, and posture.	1	2 X
5. They request the teacher to sponsor their activities.	4	3 X
6. They appreciate the efforts of the teacher to encourage their strengths and redirect them to overcome their weaknesses	3	10
7. They understand their ideas will get a fair hearing from the teacher.	7	8
8. They know that the teacher will recognize them in out-of-class social situations.	6	9
9. They know that the teacher will put aside his own work to help them with their problems.	2	1 X
10. They know that the teacher will always do what he considers is best for them.	5	5 X

r' = .53

* 1 = imperative
10 = unimportant
X = items retained

Table III shows the rank orders given to the various items of teacher interpersonal behavior under the heading of teacher-teacher relations. Only four items match the criteria required of them. All others represent such disagreement with the idea, or such disagreement between the teachers and the administrators, they seem relatively useless for the purpose intended.

Table III

Interpersonal Behavior
Teacher-Teacher Relations

	Ranks* Teacher	Ranks* Principal
1. Fellow teachers know that they will receive friendly and courteous treatment from the teacher.	3	8
2. They know that they can depend upon the teacher's being interested in the work they are doing.	5	5 X
3. They know that the teacher will remark favorably, if at all, about their personal characteristics and behavior.	9	3
4. They know that the teacher will not resort to anger in resolving differences of opinion.	2	6 X
5. They know that the teacher does not gossip about them.	4	2 X
6. They know that the teacher is primarily interested in their value to the organization.	7	4
7. They know the teacher will give them credit for the work they have done.	1	1 X
8. They know that the teacher will assist them in the work of the organization.	6	7
9. They know that the teacher exhibits pride in the organization and the people in it.	8	9

r' = .235

* 1 = imperative
10 = unimportant
X = item retained

Table IV shows the rank orders given to the various items of teacher interpersonal behavior under the heading of teacher-administrator relations. This is the group in which there is the lowest correlation coefficient. As a result, even though there are more items than in any other group, only five items meet the criteria established. It should be noted that the first, second, and fourth choices of principals did not qualify for use. The first and third choices of teachers did not meet the criteria.

Table IV

Interpersonal Behavior
Teacher-Administrator Relations

		Ranks*	
		Teacher	Principal
1.	The administrator knows that the teacher understands the value of the teacher's work to the organization.	17	15
2.	He knows that the teacher appreciates the role of the administrator in the organization.	10	14
3.	He knows that the teacher will ask for assistance from him that he can provide.	13	9
4.	He understands that the teacher is willing to support the purposes of the organization to the best of his ability.	18	11
5.	He can expect the teacher to inform him first of any of his criticisms of the organization.	12	17
6.	He can expect the teacher to bring up organizational problems at the most appropriate times.	1	10
7.	He can expect the teacher to be open and free in his relationships both to fellow teachers and the administrator.	3	18
8.	He can expect the teacher to know the relative responsibility for public relations of the staff members and the administrator.	15	1
9.	The teacher expects the administrator to assist him in defining the responsibilities he is to assume at work.	4	8 X
10.	He expects assistance from the administrator in identifying the skills, attitudes and knowledge most appropriate for meeting assigned responsibilities.	11	12
11.	He expects the administrator to assist him in developing insight into the results of his behavior in meeting assigned teaching responsibilities.	2	6 X
12.	He expects the administrator to operate a decision-making procedure that utilized all potential leadership in the organization.	16	2
13.	He expects the administrator to be aware of new knowledge necessary to keep the school serving the needs of the children in the culture in which it operates.	8	16

Table IV (Continued)
Teacher Interpersonal Behavior
Teacher-Administrator Relations

		Teacher	Principal
14.	He expects the administrator to provide a system of records sufficient to intelligent decision-making about faculty, custodians, students, and the community.	14	4
15.	He expects the administrator to facilitate coordination of instruction from grade to grade, teacher to teacher, and classroom to the community.	5	5 X
16.	He expects the administrator to coordinate a communications program between faculty members, the faculty and the administrative services of the school, and the school and the community.	7	3 X
17.	He expects the administrator to perform essential personnel functions which help him to feel he "belongs" in the organization.	6	7 X
18.	He expects the administrator to allocate resources, personnel, and a time so that the goals of the school are met.	9	13

r' = .071

* 1 = imperative
18 = unimportant
X = items retained

Table V shows the rank orders given to the various items of teacher interpersonal behavior under the heading of teacher-parent relations. Since the correlation of rank orders was high, all four items selected were considered important by both groups. The first choice of the principals did not meet the criteria.

Table V

Interpersonal Behavior
Teacher-Parent Relations

	Ranks*	
	Teacher	Principal
1. The parents can expect the teacher to participate enthusiastically in community affairs.	6	1
2. They can expect the teacher to explain their children's progress in developing skills, adopting attitudes, and acquiring knowledge.	3	5 X
3. They can expect the teacher to listen and to discuss objectively school goals and explain those goals currently held for the school..	2	3 X
4. They can expect the teacher to provide educational leadership in the community as well as in the classroom.	1	2 X
5. They can expect the teacher to show pride in the school.	7	7
6. They can expect the teacher to be objective and fair in discussing and solving school problems with them.	5	6
7. They can expect the teacher to protect the students from his personal biases in teaching controversial issues in the classroom.	4	4 X

r' = .430

* 1 = imperative
7 = unimportant
X = items retained

Table VI shows the rank orders given to the various items of classroom management under the heading of goal-setting in the classroom. Only three items met the criteria established for inclusion. Apparently, this section received less unanimity of approval because the items were less specifically related to skills of teaching. Most of the statements were couched in language that was hardly recognizable as a skill area. The first and second choices of the teachers did not meet the criteria.

Table VII

Classroom Management
Organization of the Classwork

		Ranks*	
		Teacher	Principal
1.	Students know in terms of skills, attitudes and knowledge what is expected of them for the year, semester, month, week, and day.	2	10
2.	Assignments are specific and related to the long-range plan to the course.	8	3
3.	Systematic procedures are clearly observable in this teacher's class.	10	2
4.	Class requirements for books and materials are anticipated according to a long-range plan.	5	7 X
5.	Reports to students on their progress are made continuously throughout the duration of the class.	4	5 X
6.	Class activities are planned so that each student in class is challenged to develop the next most appropriate skill, attitude or knowledge.	6	9
7.	Needs for teaching materials are anticipated in long-range plans.	3	8
8.	Teaching materials are appropriate to the developing needs of the students.	7	4 X
9.	Assignments are made as a part of a coordinated plan with other instructors.	1	6 X
10.	Planning of assignments is definite enough to allow for flexibility in meeting emergencies.	9	1

r' = .741

* 1 = imperative
10 = unimportant
X = item retained

Table VIII presents the rank orders given to the various items of classroom management under the heading of evaluation and reward. Four items met the criteria established. The third choices of both principals and teachers failed to meet the test.

Table VIII

Classroom Management
Evaluation and Reward

		Ranks*	
		Teacher	Principal
1.	The teacher is able to identify for each class the specific skills, attitudes and knowledge the classwork is designed to develop.	5	5 X
2.	He is able to assist each student to identify the level of skill, the content of attitudes and the knowledge he possesses at the beginning of the class and at each subsequent stage of the student's development.	1	4 X
3.	He knows how to use both extrinsic and intrinsic rewards to approve the student's development of a new skill, a change in attitude, or mastery of a body of knowledge.	2	1 X
4.	He knows how to show each student the next step in the development of a skill, the change of an attitude or the mastery of a body of knowledge.	3	7
5.	He uses appropriate evaluation instruments and techniques to assess students' skills, attitudes, and knowledge.	4	2 X
6.	His reports to parents show long-range goals and specific student accomplishment in terms of skills, attitudes, and knowledge.	7	3
7.	His students recognize and confirm the fairness and justice with which he rewards accomplishment and redirects their learning.	6	6

r' = .180

* 1 = imperative
  7 = unimportant
  X = items retained

Table IX presents the rank orders given to the items of classroom management subtended under the heading of authority. Although there is a low correlation between judgments of teachers and administrators, there are four items which are valued highly by both groups.

Table IX

Classroom Management
Authority

		Ranks*	
		Teacher	Principal
1.	The teacher's authority system utilizes the leadership potential of the members of the class.	10	7
2.	Decisions in class are reached with minimum delay.	1	1 X
3.	Decisions are reached after careful consideration of all pertinent data.	5	4 X
4.	Decisions are made in such a way that they are accepted by the members of the class.	3	3 X
5.	The authority system of the class provides a way of resolving differences of opinion among members of the class.	9	8
6.	Criteria for decisions are well known and are used effectively.	6	9
7.	The authority system used by the teacher provides opportunities for appeal and petition without penalty.	8	2
8.	Past decisions in the class are well organized and available as a guide to future decisions.	7	5
9.	The teacher has developed a system of checks and balances in decision making so that actions taken are neither tyrannical nor revolutionary.	2	6 X
10.	Errors in decision making can be identified quickly and corrected.	4	10

r' = .329

* 1 = imperative
10 = unimportant
X = items retained

Table X presents the rank orders given to the items of classroom management listed under the heading of research. Four items met the criteria; there was considerable disagreement between administrators and teachers on others. The second choice of principals and the first and second choices of teachers failed the test.

Table X

Classroom Management
Research

		Ranks*	
		Teacher	Principal
1.	The teacher keeps up-to-date in the knowledge of his discipline by seeking the company of scholars in his field.	1	10
2.	He keeps up-to-date in teaching skills by seeking the company of scholars in the field.	9	7
3.	He reads and uses the professional journals of the discipline he teaches.	2	9
4.	He reads and uses the professional journals of education.	6	8
5.	His orders for instructional materials show he is aware of developments in teaching and the discipline taught.	3	5 X
6.	Student reaction to instructional materials provided by the teacher shows a positive appreciation of their current value.	7	6
7.	The teacher is able to provide leadership to others in the development of up-to-date instructional materials.	10	2
8.	Parental reaction to instructional materials provided by the teacher shows a positive appreciation of their current value.	5	1 X
9.	The teacher displays an ability to do research pertinent to the discipline he is teaching.	8	4 X
10.	He displays an ability to do research pertinent to the teaching process.	4	3 X

r' = .441

* 1 = imperative
10 = unimportant
X = items retained

Table XI presents the rank orders given to the items of classroom management included under the heading of record-keeping. Only four items met the criteria. The third choice of the teachers failed to meet the test.

Table XI

Classroom Management
Record-Keeping

	Ranks* Teacher	Principal
1. The teacher's records show the stage of development of each student's skills, attitudes, and knowledge.	8	5
2. His records show the development of each student's interpersonal relations skills.	6	8
3. His records are intelligible to parents and to other teachers.	2	1 X
4. His records are kept as a process of noting individual-student progress toward precise goals for the instruction in the class.	1	4 X
5. His reports are made on time	4	3 X
6. His records of work accomplished are in order so that a substitute can pick up the work of the class and maintain continuity of instruction.	3	7
7. His records of work accomplished are complete enough to allow succeeding teachers to maintain continuity of instruction.	7	6
8. His records of coordination of instruction with home, church, and other educational agencies allow succeeding teachers to maintain continuity of instruction.	5	2 X

r' = .406

* 1 = imperative
8 = unimportant
X = items retained

Table XII presents the rank orders given to the items of classroom management presented under the heading of instructional coordination. Four items met the criteria. It should be noted that the first choice of the principals and the first choice of the teachers were rejected by the criteria even though the second, third, fourth, and sixth choices of the principals were used, and the second, third, fifth, and sixth choices of the teachers.

Table XII

Classroom Management
Instructional Coordination

		Ranks*	
		Teacher	Principal
1.	The teaching goals of the instructor show an understanding of the teaching goals of others on the faculty.	1	8
2.	Assignments made by the teacher reveal an appreciation of assignments made by other teachers on the faculty.	6	3 X
3.	Learning experiences provided by the teacher show an appreciation of the instruction provided by the home, church, newspapers, radio, television, and youth groups.	5	2 X
4.	Instruction provided by the teacher shows that he has received information from community groups concerning learning progress reported by their leaders.	3	4 X
5.	Parental reactions to guidance reports reveal that they understand the goals of instruction and the progress of the child in reaching them.	2	6 X
6.	Community leaders display appreciation for the work of the teacher and are eager to utilize his educational leadership.	4	7
7.	Reactions of newspaper and television-radio reporters show that the teacher knows how to work with them whenever it is appropriate.	7	1
8.	Reactions of other teachers show that the teacher has developed coordination procedures that causes them to work effectively together.	8	5

r' = .642

* 1 = imperative
8 = unimportant
X = items retained

Table XIII presents the rank orders given to the items of classroom management listed under the heading of communications. Five items met the criteria. The second choice of teachers and the third choice of principals were eliminated. First, second, fourth, fifth,

Table XII

Classroom Management
Instructional Coordination

	Ranks* Teacher	Ranks* Principal
1. The teaching goals of the instructor show an understanding of the teaching goals of others on the faculty.	1	8
2. Assignments made by the teacher reveal an appreciation of assignments made by other teachers on the faculty.	6	3 X
3. Learning experiences provided by the teacher show an appreciation of the instruction provided by the home, church, newspapers, radio, television, and youth groups.	5	2 X
4. Instruction provided by the teacher shows that he has received information from community groups concerning learning progress reported by their leaders.	3	4 X
5. Parental reactions to guidance reports reveal that they understand the goals of instruction and the progress of the child in reaching them.	2	6 X
6. Community leaders display appreciation for the work of the teacher and are eager to utilize his educational leadership.	4	7
7. Reactions of newspaper and television-radio reporters show that the teacher knows how to work with them whenever it is appropriate.	7	1
8. Reactions of other teachers show that the teacher has developed coordination procedures that causes them to work effectively together.	8	5

r' = .642

* 1 = imperative
8 = unimportant
X = items retained

Table XIII presents the rank orders given to the items of classroom management listed under the heading of communications. Five items met the criteria. The second choice of teachers and the third choice of principals were eliminated. First, second, fourth, fifth,

Table XIII

Classroom Management
Communications

		Ranks*	
		Teacher	Principal
1.	The teacher displays a knowledge of the information contained in district policy manuals, standard practices publications, directories, and daily bulletins.	10	8
2.	He is positive and creative in offering ideas about the operation of the school.	2	7
3.	His communications to students and public are made on a long-range basis emphasizing goals, plans and procedures.	8	9
4.	His communications to students and parents are concise and consistent.	3	2 X
5.	His communications with parents and students are made within the framework of goals and purposes of his work with the students.	11	10
6.	His communications with parents and students are made promptly and with due consideration of meanings likely to be attached to the statements.	4	1 X
7.	He has the confidence of the students so that they feel free to suggest creative and positive ways of improving instruction in the class.	1	6 X
8.	He has the confidence of parents so that they feel free to suggest positive and creative ways of improving instruction in the class.	7	3
9.	His communication with students creates a minimum of misunderstanding between them.	6	4 X
10.	His communications with parents and community leaders create a minimum of minunderstanding between them.	9	11
11.	His communications with administrators create a minimum of misunderstanding between them.	5	5 X

r' = .409

* 1 = imperative
11 = unimportant
X = items retained

Table XIV presents the rank orders given to the items of classroom management listed under the heading of identification. Four items met the criteria. It should be noted that the teachers' first and second choices and the principals' second choice were eliminated by the test. Use could be made of the teachers' third, fourth, fifth, and seventh choices. Use could be made of the principals' first, third, fourth, and fifth choices.

Table XIV

Classroom Management
Identification

	Ranks* Teacher	Ranks* Principal
1. The teacher can work with a range of different kinds of learning problems once they have been identified.	4	3 X
2. He makes full use of the guidance staff in analyzing students' learning problems.	6	7
3. He can work with a range of different kinds of parents.	2	8
4. He can communicate with any student in the class.	5	1 X
5. He can communicate with the parents of any student in the class.	8	6
6. He has the skill to work with any community agency to assist with the instructional problem of a student in his class.	7	5 X
7. He can cope efficiently with any behavioral problem in his class.	3	4 X
8. He can secure adoption of the goals of the class by most of the students in it.	1	9
9. He can secure some development of skills, attitudes, and knowledge by each class member of his class.	9	2

r' = .466

* 1 = imperative
9 = unimportant
X = items retained

Table XV presents the rank orders given to the items of classroom management listed under the heading of efficient utilization of class time. Four items met the criteria. It was possible to use the first, second, third, and fifth choices of the principals. It was possible to use the first, third, fourth, and fifth choices of the teachers. The second choice of teachers and the fourth choice of the principals were omitted.

Table XV

Classroom Management
Efficient Utilization of Class Time

	Ranks*	
	Teacher	Principal
1. The teacher is able to estimate the teaching-learning time to be devoted to different classroom activities.	6	4
2. He is able to estimate accurately the time to complete assigned homework.	1	1 X
3. He is able to discern learning plateaus and provide a change-of-pace at strategic times.	7	8
4. He is able to estimate properly the most appropriate times for a portion of the curriculum to be taught.	2	7
5. He is able to complete required school extra-curricular classroom activities with minimum interference to curricular goals.	4	3 X
6. He is able to exclude from the classroom activities diversionary activities demanded by students.	5	2 X
7. He is able to discipline himself so that his instructional enthusiasms do not cause him to sacrifice instructional goals.	3	5 X
8. He is able to arrange instructional resources so that they may be used effectively to reach instructional goals.	8	6

r' = .430

* 1 = imperative
8 = unimportant
X = items retained

Table XVI presents the rank orders given to the items of instructional skills organized under the heading of learning environment. Five items met the criteria. It was possible to use the first five choices of the principals. It was possible to use the second, third, fourth, fifth, and sixth choices of the teachers. The first choice of the teachers was omitted.

Table XVI

Instructional Skills
Learning Environment

	Ranks*	
	Teacher	Principal
1. The teacher is sensitive to, and controls, the light and heat in the classroom.	10	9
2. He is sensitive to, and controls, the cleanliness of the classroom.	9	10
3. He maintains a functional arrangement of the classroom to accomplish the teaching goals.	1	8
4. He uses a functional seating arrangement to accomplish instructional goals.	8	7
5. He is sensitive to, and controls, color combinations in the classroom to produce a more effective learning environment.	7	6
6. He controls noise in the classroom to provide an effective learning environment.	3	5 X
7. His classroom procedure discourages distracting interruptions that impair learning activities.	4	4 X
8. He arranges the room so that learning resources are readily available to the students.	2	1 X
9. He uses a tone of voice that increases the effectiveness of the instructional program.	5	3 X
10. He displays a demeanor that increases the effectiveness of the instructional program.	6	2 X

r' = .533

* 1 = imperative
10 = unimportant
X = items retained

Table XVII presents the rank orders given to the items of instructional skills organized under the heading of tools and materials of instruction. Five items met the criteria. It was possible to use the first, second, fourth, fifth, and sixth choices of the principals. It was possible to use the first five choices of teachers. Only the third choice of principals was omitted.

Table XVII

Instructional Skills
Tools and Materials of Learning

	Ranks* Teacher	Ranks* Principal
1. The teacher uses the library effectively to accomplish instructional goals.	3	2 X
2. He uses appropriate books and materials to accomplish instructional goals.	6	10
3. He uses bulletin boards effectively in instruction.	4	6 X
4. He knows, and uses, appropriate films in instruction.	2	1 X
5. He makes effective use of television in instruction.	9	3
6. He uses radio appropriately in instruction.	5	4 X
7. He understands the use of teaching machines in instruction.	7	8
8. He uses maps and charts effectively in instruction.	10	9
9. He uses specimens effectively in instruction.	8	7
10. He knows, and utilizes instructional resources of the community in his teaching.	1	5 X

r' = .533

* 1 = imperative
10 = unimportant
X = unimportant

Table XVIII presents the rank orders given to the items of instructional skills organized under the heading of subject-matter. Four items met the criteria. It was possible to use the first four choices of teachers. Items endorsed by principals were their first five with the third choice omitted.

Table XVIII

Instructional SKills
Subject Matter

		Ranks*	
		Teacher	Principal
1.	The teacher arranges appropriate sequences of learning to accomplish instructional goals.	5	7
2.	He translates goals of instruction into effective lesson plans.	6	10
3.	He proceeds in instruction from concrete to abstract concepts.	9	9
4.	His sequences of learning produce appropriate practice of the tools of learning.	3	4 X
5.	He varies instructional materials for individual differences.	7	6
6.	His instruction causes students to develop skills of inquiry.	4	5 X
7.	His instruction develops students' skill in examining controversial issues.	10	3
8.	His instruction develops students' skills in the application of theory to practice.	2	2 X
9.	His instruction develops students' skills in the deduction of theory from examination of multiple practices.	8	8
10.	His instruction develops students' skills in drawing analogies.	1	1 X

r' = .569

* 1 = imperative
10 = unimportant
X = items retained

Table XIX presents the rank orders given to the items of instructional skills listed under the heading of analysis of learning problems. Only four items met the criteria. It was possible to use second, third, fourth, and fifth choices of teachers. Choices of principals included were second, third, fourth, and fifth. Both the first choices of teachers and principals were excluded.

Table XIX

Instructional Skills
Analysis of Learning Problems

	Ranks*	
	Teacher	Principal
1. The teacher has the skill to gather appropriate information about students' learning capabilities.	6	10
2. He can interpret instructional goals in terms of student behavior.	5	5 X
3. He can determine needed sequential changes in student behavior.	4	3 X
4. He can assess the influence of instruction in non-class learning situations.	7	6
5. He can determine the influence of the students' emotions on learning.	8	1
6. He can determine the influence of the students' physical well-being on learning.	2	2 X
7. He can determine the students' mental condition and its influence on learning.	10	9
8. He can determine social blocks to learning.	1	8
9. He can assist students to develop self-evaluation skills.	3	4 X
10. He can assist others to utilize out-of-class experience of students to develop skills of self-evaluation.	9	7

r' = .077

* 1 = imperative
10 = unimportant
X = items retained

Seventy-six of the 173 items in the inventory list met the criteria of general and joint approval of both teachers and administrators. These are a compromise between choices of teachers and administrators. Many high choices of both administrators failed to meet the test used. A more discriminating list of teaching skills would require analysis of the differing patterns of responses used by administrators in marking the instrument.

Factors of Responses of Administrators and Teachers

In analyzing the response patterns of administrators and teachers several judgments were considered essential. Since it was presumed that teachers' rating of their own behavior and administrators' ratings of teacher behavior did influence judgments concerning the importance of the item, these ratings were utilized in determining patterns of response. Despite the unilinear nature of the data due to the method of securing items, and the classification system used, it was decided to do the factor analysis within each sub-group of the classification list. It was recognized that Varimax rotation would produce some fragmented factors, and that the loadings in the rotation would necessarily reflect a general approval or disapproval of most items. As much definition as it was possible to secure within sub-groups, however, was considered important.

Table XX[4] shows the related, factor loadings for the items in Interpersonal Relations under the heading of Teacher-Student

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[4] On tables XX through XXXVIII the following abbreviations were used: T.B. = Teacher's report on his own behavior; T.I. = Teacher's rating of the importance of the item; A.B. = Administrator's report on teacher's behavior; A.I. = Administrator's rating of the importance of the item.

TABLE XX

INTER-PERSONAL RELATIONS - TEACHER-STUDENT RELATIONS

(Related Factor Loadings)

VARIABLE	I	II	III	IV	V	VI	VII	VIII	IX
1. Students are eager to enroll in the teacher's classes.									
a) T. B.									
b) T. I.					-0.84				
c) A. B.	0.75							0.65	
d) A. I.		-0.57					0.66		
2. They consider the teacher fair and just.									
a) T. B.									
b) T. I.									0.70
c) A. B.	0.68							0 84	
d) A. I.		-0.82		0.18					
3. They seek the company and counsel of the teacher.									
a) T. B.									
b) T. I.				0.56					
c) A. B.	0.52		0.60					0.76	
d) A. I.		-0.70					0.42		
4. They react favorably to the teacher's voice, facial expressions and posture.									
a) T. B.									
b) T. I.						0.64			
c) A. B.	0.60		0.42					0.86	
d) A. I.		-0.60	0.35						

Only loadings greater than .399 are included

(Inter-Personal Relations - Teacher-Student Relations IIA) Table XX (Continued)

	I	II	III	IV	V	VI	VII	VIII	IX
9. They know that the teacher will put aside his own work to hlep them with their problems.									
a) T. B.				0.85					
b) T. I.								0.77	
c) A. B.	0.78								
d) A. I.		-0.73							
10. They know that the teacher will always do what he considers best for them.									
a) T. B.				0.60					0.44
b) T. I.								0.85	
c) A. B.	0.64								
d) A. I.		-0.77							

Only loadings greater than .399 are included

(Inter-Personal Relations - Teacher-Student Relations II A) Table XX (Continued)

	I	II	III	IV	V	VI	VII	VIII	IX
5. They request the teacher to sponsor their activities.									
a) T. B.					-0.83				
b) T. I.								0.75	
c) A. B.	0.58								
d) A. I.		-0.64							
6. They appreciate the efforts of the teacher to encourage their strengths and redirect them to overcome their weaknesses.									
a) T. B.				0.77					
b) T. I.								0.81	
c) A. B.	0.73								
d) A. I.		-0.81							
7. They understand their ideas will get a fair hearing from the teacher.									
a) T. B.									
b) T. I.								0.86	
c) A. B.	0.82								
d) A. I.		-0.85		0.13					
8. They know that the teacher will recognize them in out-of-class social situations.									
a) T. B.				0.45	-0.48				
b) T. I.								0.82	
c) A. B.	0.49								0.54
d) A. I.		-0.78							0.26

Only loadings greater than .399 are included

Relations. Teachers report positively on their behavior in respect to all items. Administrators indicate relatively low value markings on all items. Administrators report favorable teacher behavior in voice, facial expressions and posture, and that students seek the company and counsel of the teachers. Teachers indicate their rapport with students. Teachers indicate little out-of-class contact with students. Teachers report favorable reactions of students to facial expressions, voice, and posture. Administrators favor rapport between teachers and students. Teachers consider most items important. Teachers report their behavior successful in securing an appreciation of fairness, justice, and friendliness.

Table XXI shows the related factor loadings for the items in Interpersonal Relations under the heading of Teacher-Teacher Relations. Teachers react negatively in their behavior in securing help from other teachers in the organization. Teachers report friendly, professional relations with other teachers. They react negatively about their behavior in mutually appreciating each other's work and personal capabilities. Teachers report negatively about gossip and anger among teachers. Administrators report the absence of anger and gossip among teachers. Teachers report they are friendly with other teachers. Teachers place positive values on the items in the list. Administrators place positive values on the items in the list. Teachers consider it important that other teachers recognize their importance to the organization. Teachers indicate they are poor at recognizing the value of others in the organization.

Table XXI

INTERPERSONAL RELATIONS - TEACHER-TEACHER RELATIONS
(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI	VII	VIII	IX	X
1. Fellow teachers know that they will receive friendly and courteous treatment from the teacher.										
a) T.B.						0.55				
b) T.I.							0.85			
c) A.B.										-0.77
d) A.I.								0.81		
2. They know that they can depend on the other teacher's being interested in the work they are doing.										
a) T.B.		0.71								
b) T.I.							0.83			
c) A.B.										-0.77
d) A.I.								0.81		
3. They know the teacher will remark favorably, if at all, about their personal characteristics and behavior.										
a) T.B.			-0.78							
b) T.I.							0.84			
c) A.B.					-0.78					
d) A.I.								0.72		
4. They know the teacher will not resort to anger in resolving differences of opinion.										
a) T.B.				0.90						
b) T.I.							0.84			
c) A.B.					-0.76					
d) A.I.								0.85		

Only loadings greater than .439 are included

(Interpersonal Relations - Teacher-Teacher Relations)Table XXI (Continued)

Variable	I	II	III	IV	V	VI	VII	VIII	IX	X
5. They know that the teacher does not gossip about them.										
a) T.B.				0.64						
b) T.I.							0.76			
c) A.B.					-0.84					
d) A.I.								0.83		
6. They know that the teacher is primarily interested in their value to the organization.										
a) T.B.		0.72								
b) T.I.							0.70		0.52	
c) A.B.					-0.67					
d) A.I.								0.74		
7. They know that the teacher will give them credit for the work they have done.										
a) T.B.		0.57	-0.44							
b) T.I.							0.85			
c) A.B.										-0.65
d) A.I.								0.80		
8. They know that the teacher will assist them in the work of the organization.										
a) T.B.	-0.63	0.54								
b) T.I.							0.82			
c) A.B.										-0.80
d) A.I.								0.77		
9. They know that the teacher exhibits pride in the organization and the people in it.										
a) T.B.		0.84								
b) T.I.							0.83			
c) A.B.										-0.46
d) A.I.								0.75		

Only loadings greater than .439 are included

Table XXII

INTERPERSONAL RELATIONS - TEACHER-ADMINISTRATOR RELATIONS

Rotated Factor Loadings)

- Variable	I	II	III	IV	V	VI	VII
1. The administrator knows that the teacher understands the value of the teacher's work to the organization.							
a) T.B.					-0.70		
b) T.I.	0.86						
c) A.B.							-0.72
d) A.I.			-0.86				
2. He knows that the teacher appreciates the role of the administrator in the organization.							
a) T.B.					-0.67		
b) T.I.	0.85						
c) A.B.							-0.73
d) A.I.			-0.75				
3. He knows that the teacher will ask for assistance from him that he can provide.							
a) T.B.					-0.55		
b) T.I.	0.76						
c) A.B.							-0.79
d) A.I.			-0.81				
4. He understands that the teacher is willing to support the purposes of the organization to the best of his ability.							
a. T.B.					-0.67		
T.I.	0.64						
A.B.							-0.79
A.I.			-0.81				

Only loadings greater than .447 are included

Table XXII (Continued)

(Interpersonal Relations - Teacher-Administrator Relations)	I	II	III	IV	V	VI	VII
5. He can expect the teacher to inform him first of any of his criticisms of the organization.							
a) T.B.							
b) T.I.	0.64				-0.62		
c) A.B.							-0.82
d) A.I.			-0.64				
6. He can expect the teacher to bring up organizational problems at the most appropriate times.							
a) T.B.					-0.70		
b) T.I.	0.82						
c) A.B.							-0.72
d) A.I.			-0.75				
7. He can expect the teacher to be open and free in his relationships both to fellow teachers and the administrator							
a) T.B.					-0.56		
b) T.I.	0.76						
c) A.B.							-0.85
d) A.I.			-0.66				
8. He can expect the teacher to know the relative responsibility for public relations of the staff members and the administrator.							
a) T.B.					-0.61		
b) T.I.	0.81						
c) A.B.							-0.79
d) A.I.			-0.78				
9. The teacher expects the administrator to assist him in defining the responsibilities he is to assume at work.							
a) T.B.				-0.78			

Only loadings greater than .447 are included

Table XXII (Continued)

(Interpersonal Relations - Teacher-Administrator Relations)	I	II	III	IV	V	VI	VII
9. (Cont.)							
b) T.I.	0.69			-0.54			
c) A.B.							-0.57
d) A.I.			-0.82				
10. He expects assistance from the administrator in identifying the skills, attitudes and knowledge most appropriate for meeting assigned responsibilities.							
a) T.B.				-0.82			
b) T.I.	0.66						
c) A.B.						0.57	
d) A.I.			-0.82				
11. He expects the administrator to assist him in developing insight into the results of his behavior in meeting assigned teaching responsibilities.							
a) T.B.				-0.81			
b) T.I.	0.68						
c) A.B.						0.72	
d) A.I.			-0.82				
12. He expects the administrator to operate a decision-making procedure that utilized all potential leadership in the organization.							
a) T.B.					-0.56		
b) T.I.	0.83						
c) A.B						0.74	
d) A.I.			-0.80				
13. He expects the administrator to be aware of new knowledge necessary to keep the school serving the needs of the children in the culture in which it operates							
a) T.B.					-0.68		

Only loadings greater than .447 are included

Table XXII (Continued)

(Interpersonal Relations - Teacher-Administrator Relations)	I	II	III	IV	V	VI	VII
13. (cont.)							
b) T.I.	0.86						
c) A.B.						0.84	
d) A.I.			-0.85				
14. He expects the administrator to provide a system of records sufficient to intelligent decision-making about faculty, custodians, students, and the community.							
a) T.B.		0.59					
b) T.I.	0.85						
c) A.B.						0.81	
d) A.I.			-0.71				
15. He expects the administrator to facilitate coordination of instruction from grade to grade, teacher to teacher, and classroom to the community.							
a) T.B.							
b) T.I.	0.82						
c) A.B.						0.78	
d) A.I.			-0.79				
16. He expects the administrator to coordinate a communications program between faculty members, the faculty and the administrative services of the school, and the school and the community.							
a) T.B.					-0.51		
b) T.I.	0.83						
c) A.B.						0.80	
d) A.I.			-0.69				

Only loadings greater than .447 are included

Table XXII (Continued)

(Interpersonal Relations - Teacher-Administrator Relations)	I	II	III	IV	V	VI	VII
17. He expects the administrator to perform essential personnel functions which help him to feel he "belongs" in the organization.							
a) T.B.				-0.53			
b) T.I.	0.66						
c) A.B.						0.78	
d) A.I.			-0.76				
18. He expects the administrator to allocate resources, personnel, and a time so that the goals of the school are met.							
a) T.B.		0.61			-0.48		
b) T.I.	0.80						
c) A.B.						0.80	
d) A.I.			-0.73				

Only loadings greater than .447 are included

Table XXII shows the related factor loadings for the items in Interpersonal Relations under the heading of Teacher-Administrator Relations. Teachers place positive values on all items. The teachers placed positive values on the administrator's responsibility to provide an adequate organizational framework. Administrators placed negative values on most items. Teachers neither expect, nor value positively, work organization plans provided by principals. Teachers place negative values on the administrator's service as a facilitator. The administrator reports that teachers expect him to exhibit technical management skills. Administrators report negatively about teacher behavior in respect to his expectations about their behavior within the organization.

Table XXIII shows the related factor loadings for the items in Interpersonal Relations under the heading of Teacher-Parent Relations. The first of seven factors is the administrators' report that teachers do behave positively on these items. Teachers report positively on their doing all these items except provide community leadership. Teachers report negatively not only about their behavior in community participation, but about its desirability. Teachers place positive values on most of these items. Administrators value community participation of teachers. Administrators place positive values on most items.

Table XXIV shows the related factor loadings for the items in Classroom Management under the heading of Goal-Setting in the Classroom. The first of eight factors is the administrators'

TABLE XXIII
INTERPERSONAL RELATIONS
TEACHER-PARENT RELATIONS

(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI
1. The Parents can expect the teacher to participate enthusiastically in community affairs.						
a) T. B.			-0.77			
b) T. I			-0.62	0.58		
c) A. B.	0.56					
d) A. I.					0.61	0.59
2. They can expect the teacher to explain their children's progress in developing skills, adopting attitudes and acquiring knowledge.						
a) T. B.		0.76				
b) T. I.				0.89		
c) A. B.	0.77					
d) A. I.						0.85
3. They can expect the teacher to listen and to discuss objectively school goals and explain those goals currently held for the school.						
a) T. B.		0.72				
b) T. I.				0.88		
c) A. B.	0.79					
d) A. I.						0.86
4. They can expect the teacher to provide educational leadership in the community as well as in the classroom.						
a) T. B.		0.38	-0.76			
b) T. I.			-0.60	0.61		
c) A. B.	0.47				0.74	
d) A. I.						0.65
5. They can expect the teacher to show pride in the school.						
a) T. B.	0.38	0.62				
b) T. I.				0.90		
c) A. B.	0.77					
d) A. I.						0.79
6. They can expect the teacher to be objective and fair in discussing and solving school problems with them.						
a) T. B.		0.81				
b) T. I.				0.94		
c) A. B.	0.76					
d) A. I.						0.88

(Interpersonal Relations - Teacher-Parent Relations)

Table XXIII (Continued)

	I	II	III	IV	V	VI
7. They can expect the teacher to protect the students from his personal biases in teaching controversial issues in the classroom.						
a) T. B.		0.75				
b) T. I.				0.85		
c) A. B.	0.69					
d) A. I.						0.87

Only loadings greater than .361 are included

TABLE XXIV
GOAL-SETTING IN THE CLASSROOM

(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI	VII	VIII
1. Students are eager to take other courses in the teacher's field after having taken one of his classes.								
a) T. B.						-0.61		
b) T. I.		0.47				-0.68		0.45
c) A. B.				-0.65				
d) A. I.				-0.68				
2. The teacher displays a continuing enthusiasm for instructing his classes.								
a) T. B.			0.46					-0.56
b) T. I.		0.81						
c) A. B.					-0.91			
d) A. I.	0.61							
3. Materials prepared by the teacher and those displayed in the classroom illustrate his specific goals of instruction.								
a) T. B.								-0.58
b) T. I.		0.84						
c) A. B.					-0.85			
d) A. I.	0.82							
4. Work planned by the teacher for students shows an understanding of the relation of classroom goals to the total instructional program of the school.								
a) T. B.								-0.53
b) T. I.		0.92						
c) A. B.					-0.73			
d) A. I.	0.84							

Only loadings more than .408 are included

Table XXIV (Continued)

(Goal-Setting in the Classroom)	I	II	III	IV	V	VI	VII	VIII
5. Students in the teacher's classes tend to do more work than is required of them.								
a) T. B.								-0.78
b) T. I.		0.76						
c) A. B.			0.52		-0.52			
d) A. I.	0.75							
6. Others in the school understand the teaching goals of this teacher so clearly that they made observable attempts to coordinate their instruction with them.								
a) T. B.						-0.45		
b) T. I.		0.77						
c) A. B.							-0.67	
d) A. I.	0.52							
7. Tests of students in this teacher's classes demonstrate that his goals are specific.								
a) T. B.				-0.48				-0.68
b) T. I.		0.80						
c) A. B.				-0.51				
d) A. I.	0.38							
8. Student acceptance and understanding of the goals of instruction are displayed in their work in other classes.								
a) T. B.								-0.75
b) T. I.		0.81						
c) A. B.			0.82					
d) A. I.	0.43			-0.48				

Only loadings greater than .408 are included

report that they value positively all items except recurring enrollments in a teacher's class. Teachers report positively that they value all items. Teachers report positively on their behavior in causing students to do more work than is expected of them and display their interests in other classes. Neither administrators nor teachers react positively to the suggestion that testing will reveal specifically the goals of the classes. Teachers react negatively to the idea that their class goals are a part of a total instructional pattern. Teachers report that enrollments do not recur and that they place no positive value on them. Teachers react negatively to the suggestion that there is coordination of instruction in the school. Teachers react negatively to their own behavior in accomplishing the goals of the items.

Table XXV shows the related factor loadings for the items in Classroom Management under the heading of Organization of the Classwork. Administrators report positive values for all items. Long-range planning is endorsed by both administrators and teachers and reported positively by teachers as their behavior. Teachers report positively that their assignments should be, and is, coordinated with other teachers. Teachers place positive values on all items. Teachers report their behavior as carrying out long-range plans. Teachers report negatively on their ability to carry out all items except coordination with other teachers. Administrators place positive values on coordination of assignments with other teachers, and the teachers report they are doing it.

Table XXVI shows the related factor loadings for the items in Classroom Management under the heading of Evaluation and Reward. Administrators place positive values on all items. Teachers report positively on their own behavior in securing student appreciation of their evaluations in terms of long-range goals. Teachers place positive values on all items. Administrators report positive values on teacher behavior on all items. Teachers report negatively about their behavior in connection with all items except long-range planning.

Table XXVII shows the related factor loadings for the items in Classroom Management under the heading of Authority. Teachers report negatively about their being able to manage an authority system even though they try to be prompt, fair, and deliberative. Administrators report positively about teacher behavior on all items except use of past decisions. Administrators value the use of prior decisions, quick identification of decision errors, checks and balances in authority; and think teachers are good in the last two. Teachers value positively all items on the lists. Teachers report negatively on their behavior in accomplishing all items except use of appeals, prior decisions, and checks and balances. Teachers value positively a check and balance system. Administrators report negatively about teachers' investigation of pertinent

TABLE XXV
CLASSROOM MANAGEMENT
ORGANIZATION OF THE CLASSWORK

(Rotated Factor Loadings)

	I	II	III	IV	V	VI	VII	VIII
1. Students know what is expected of them in terms of skills, attitudes and knowledge.								
a) T. B.							-0.66	
b) T. I.					0.78			
c) A. B.				0.67		0.48		
d) A. I.	0.71	0.44						
2. Assignments are specific and related to long-range plan of course.								
a) T. B.							-0.77	
b) T. I.					0.85			
c) A. B.				0.47				
d) A. I.	0.77	0.44						
3. Systematic procedures are clearly observable in this teacher's classes.								
a) T. B.							-0.79	
b) T. I.					0.85			
c) A. B						0.76		
d) A. I.	0.82							
4. Class requirements for materials are anticipated according to long-range plan.								
a) T. B.							-0.66	
b) T. I.					0.90			
c) A. B.						0.69		
d) A. I.	0.84							

Only factor loadings greater than .360 are included

(Classroom Management - Organization of the Classwork) Table XXV (Continued)

	I	II	III	IV	V	VI	VII	VIII
5. Progress reports to students are made throughout the class.								
a) T. B.							-0.75	
b) T. I.					0.84			
c) A. B.		0.59				0.42		
d) A. I.	0.80							
6. Class activities are planned to challenge each student.								
a) T. B.							-0.73	
b) T. I.					0.90			
c) A. B.						0.83		
d) A. I.	0.73							
7. Needs for teaching materials are anticipated in long-range plans.								
a) T. B.							-0.78	
b) T. I.					0.89			
c) A. B.						0.70		
d) A. I.	0.84							
8. Teaching materials are appropriate to the developing needs of the students.								
a) T. B.							-0.78	
b) T. I.					0.90			
c) A. B.						0.83		
d) A. I.	0.84							
9. Assignments are made in coordination with other instructors.								
a) T. B.			0.85					
b) T. I.			0.55		0.61			
c) A. B.								0.82
d) A. I.	0.45							0.74

Only factor loadings greater than .360 are included

(Classroom Management - Organization of the Classwork) Table XXV (Continued)

	I	II	III	IV	V	VI	VII	VIII
10. Planning of assigments is definite and flexible.								
a) T. B.							-0.64	
b) T. I.					0.84			
c) A. B.		0.64						
d) A. I.	0.71							

Only factor loadings greater than .360 are included

Table XXVI

CLASSROOM MANAGEMENT - EVALUATION AND REWARD
(Rotated Factor Loadings)

Variables	I	II	III	IV	V
1. The teacher is able to identify for each class the specific skills, attitudes, and knowledge the classwork is designed to develop.					
a) T.B.					-0.87
b) T.I.			0.91		
c) A.B.				0.76	
d) A.I.	0.76				
2. He is able to assist each student to identify the level of skill, the content of attitudes and the knowledge he possesses at the beginning of the class and at each subsequent stage of the student's development.					
a) T.B.					-0.83
b) T.I.			0.94		
c) A.B.				0.80	
d) A.I.	0.76				
3. He knows how to use both extrinsic and intrinsic rewards to approve the student's development of a new skill, a change in attitude, or mastery of a body of knowledge.					
a) T.B.					-0.67
b) T.I.			0.91		
c) A.B.				0.73	
d) A.I.	0.78				

Only loadings greater than .359 are included

(Evaluation and Reward) Table XXVI (Continued)

Variables	I	II	III	IV	V
4. He knows how to show each student the next step in the development of a skill, the change of an attitude, or the mastery of a body of knowledge.					
a) T.B.					-0.80
b) T.I.			0.92		
c) A.B.				0.83	
d) A.I.	0.85				
5. He uses appropriate evaluation instruments and techniques to assess students' skills, attitudes, and knowledge.					
a) T.B.					-0.78
b) T.I.			0.91		
c) A.B.				0.83	
d) A.I.	0.76				
6. His reports to parents show long-range goals and specific student accomplishment in terms of skills, attitudes and knowledge.					
a) T.B.		0.81			
b) T.I.			0.80		
c) A.B.				0.67	
d) A.I.	0.80				

Only loadings greater than .359 are included .

(Evaluation and Reward)

Table XXVI (Continued)

Variables	I	II	III	IV	V
7. His students recognize and confirm the fairness and justice with which he rewards accomplishment and redirects their learning.					
a) T.B.		0.41			-0.51
b) T.I.			0.90		
c) A.B.				0.76	
d) A.I.	0.73				

Only loadings greater than .359 are included

TABLE XXVII

AUTHORITY

(Rotated Factor Loadings)

VARIABLE	I	II	III	IV	V	VI	VII	VIII	IX
1. The teacher's authority system utilizes leadership potential of the members of the class.									
a) T. B.					-0.67				
b) T. I.				0.84					
c) A. B.		0.66							
d) A. I.								0.86	
2. Decisions in class are reached with minimum delay.									
a) T. B.					-0.82				
b) T. I.				0.83					
c) A. B.		0.75							
d) A. I.								0.88	
3. Decisions are reached after careful consideration of all pertinent data.									
a) T. B.					-0.67				
b) T. I.				0.83					
c) A. B.		0.55					-0.61		
d) A. I.								0.88	
4. Decisions are made in such a way that they are accepted by members of the class.									
a) T. B.					-0.67				-0.42
b) T. I.				0.86					
c) A. B.		0.81							
d) A. I.								0.89	

Only loadings greater than .373 are included

Table XXVII (Continued)

(Authority)	I	II	III	IV	V	VI	VII	VIII	IX
5. The authority system of the class provides a way of resolving differences of opinion among members of the class.									
a) T. B.	-0.49				-0.62				
b) T. I.				0.83					
c) A. B.		0.78							
d) A. I.								0.86	
6. Criteria for decisions are well known and used effectively.									
a) T. B.					-0.41				-0.71
b) T. I.				0.85					
c) A. B.		0.79							
d) A. I.								0.92	
7. The authority system used by the teacher provides opportunities for appeal and petition without penalty.									
a) T. B.	-0.78								
b) T. I.				0.80					
c) A. B.		0.52	0.55						
d) A. I.								0.68	
8. Past decisions in the class are well organized and available as a guide to future decisions.									
a) T. B.	-0.70								
b) T. I.				0.80					
c) A. B.		0.50	0.59						
d) A. I.			0.61					0.53	

Only loadings greater than .373 are included

Table XXVII (Continued)

(Authority)	I	II	III	IV	V	VI	VII	VIII	IX
9. The teacher has developed a system of checks and balances in decision making so that actions taken are neither tyrannical nor revolutionary.									
a) T. B.	-0.73								
b) T. I.				0.84					
c) A. B.		0.42				0.66			
d) A. I.			0.41					0.55	
10. Errors in decision making can be identified quickly and corrected.									
a) T. B.	-0.48				-0.59				
b) T. I.				0.82					
c) A. B.		0.42	0.72						
d) A. I.			0.66					0.59	

Only loadings greater than .373 are included

data before reaching decisions. Administrators value positively all items on the list. Teachers report negatively about their behavior in establishing criteria for decision making and getting members of classes to accept decisions made.

Table XXVIII shows the related factor loadings for the items in Classroom Management under the heading of Research. Teachers report favorably their behavior in accomplishing all tasks except research on the teaching process. Administrators place low value on teachers' performing research on the instructional process and in preparing instructional materials. Administrators react negatively to the teacher's keeping up to date in the discipline taught. Teachers consider it important to associate with scholars in the discipline taught. Teachers place positive value on all items except research on the teaching process itself. Administrators consider student reaction to instructional materials important. Teachers report their behavior favorably in keeping up with current literature in the disciplines taught and in teaching. Teachers report their ability to prepare instructional materials pleasing to both students and parents. Administrators report that teachers do not associate with scholars in their disciplines, and that they consider it unimportant.

Table XXVIII

CLASSROOM MANAGEMENT - RESEARCH

(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI	VII	VIII	IX
1. The teacher keeps up-to-date in the knowledge of his discipline by seeking the company of scholars in his field.									
a) T.B.	0.71								
b) T.I.				0.74					
c) A.B.									-0.78
d) A.I.									-0.61
2. He keeps up-to-date in teaching skills by seeking the company of scholars in his field.									
a) T.B.	0.76								
b) T.I.					0.86				
c) A.B.							0.87		
d) A.I.									
3. He reads and uses the professional journals of the discipline he teaches.									
a) T.B.	0.84								
b) T.I.					0.86				
c) A.B.							0.89		
d) A.I.			-0.72						
4. He reads and uses professional journals of education.									
a) T.B.	0.86								
b) T.I.					0.86				
c) A.B.							0.91		
d) A.I.			-0.79						

Only loadings greater than .468 are included

(Classroom Management-Research)

Table XXVIII (Continued)

	I	II	III	IV	V	VI	VII	VIII	IX
9. The teacher displays an ability to do research pertinent to the discipline he is teaching.									
a) T.B.	0.49								-0.55
b) T.I.					0.57				
c) A.B.								0.55	
d) A.I.						0.80			
10. He displays an ability to do research pertinent to the teaching process.									
a) T.B.									-0.47
b) T.I.									-0.79
c) A.B.									-0.60
d) A.I.		-0.69							

Only loadings greater than .468 are included

Table XXVIII (Continued)

	I	II	III	IV	V	VI	VII	VIII	IX
5. His orders for instructional materials show he is aware of developments in teaching and the discipline.									
a) T.B.	0.53								
b) T.I.					0.85				
c) A.B.								0.85	
d) A.I.			-0.80						
6. Student reaction to instructional materials provided by the teacher shows a positive appreciation of their current value.									
a) T.B.	0.71								
b) T.I.					0.79				
c) A.B.								0.71	
d) A.I.						0.72			
7. The teacher is able to provide leadership to others in the development of up-to-date instructional materials.									
a) T.B.	0.81								
b) T.I.					0.65				
c) A.B.								0.73	
d) A.I.		-0.75							
8. Parental reaction to instructional materials provided by the teacher shows a positive appreciation of their current value.									
a) T.B.	0.61								
b) T.I.					0.70				
c) A.B.							0.75		
d) A.I.						0.84			

Only loadings greater than .468 are included

TABLE XXIX
CLASSROOM MANAGEMENT
RECORD KEEPING

(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI	VII
1. The teacher's records show the stage of development of each student's skills, attitudes and knowledge.							
a) T. B.						-0.50	
b) T. I.					0.66	-0.38	
c) A. B.	0.74						
d) A. I.	0.70	0.41					
2. His records show the development of each student's interpersonal relations skills.							
a) T. B.							-0.71
b) T. I.					0.83		
c) A. B.				0.47		0.66	
d) A. I.		0.66				0.46	
3. His records are intelligible to parents and to other teachers.							
a) T. B.							-0.72
b) T. I.					0.77		
c) A. B.	0.53			0.60			
d) A. I.	0.54	0.51					
4. His records are kept as a process of noting individual-student progress toward precise goals for the instruction in the class.							
a) T. B.							-0.80
b) T. I.					0.81		
c) A. B.	0.49			0.57			
d) A. I.	0.46	0.63					
5. His reports are made on time.							
a) T. B.			0.72				
b) T. I.					0.84		
c) A. B.				0.71			
d) A. I.		0.82					
6. His records of work accomplished are in order so that a substitute can pick up the work of the class and maintain continuity of instruction.							
a) T. B.			0.46				
b) T. I.					0.80		
c) A. B.				0.83			
d) A. I.		0.83					

Only loadings greater than .367 are included

Table XXIX (Continued)

Variable	I	II	III	IV	V	VI	VII
7. His records of work accomplished are complete enough to allow succeeding teachers to maintain continuity of instruction.							
a) T. B.			0.45				
b) T. I.					0.80		
c) A. B.				0.82			
d) A. I.		0.77					
8. His records of coordination of instruction with the home, church, and other educational agencies allow succeeding teachers to maintain continuity of instruction.							
a) T. B.			0.44				-0.46
b) T. I.					0.81		
c) A. B.				0.74			
d) A. I.		0.80					

Only loadings greater than .367 are included

Table XXIX shows the related factor loadings for the items in Classroom Management under the heading of Record-Keeping. Administrators report they think not only that records should report skills, attitudes, and knowledge of the student in relation to long-range goals that can be used by parents, but that teachers are now doing it. Administrators place positive values on all items in the list. Teachers report their records show not only the non-school education influences, but that they are sufficient to maintain continuity of instruction. Administrators report favorably on teacher behavior in connection with all items. Teachers report positive values for all items. Administrators and teachers are in disagreement about the value of recording interpersonal skills of students. The former thinks them valuable and that it is being done. The latter considers them of little value and thinks it is not being done. Teachers report negatively about their doing any of these things well except getting reports in on time.

Table XXX shows the related factor loadings for the items in Classroom Management under the heading of Instructional Coordination. Teachers report favorably on their behavior in all items except coordination with extra-school institutions and understanding the goals of instruction of other teachers. Administrators react favorably to all items and considers that teacher behavior demonstrates that they understand the goals of other teachers and can coordinate assignments. Teachers report negatively about their behavior that would lead to understanding of other teachers' instructional goals. Teachers evaluate their behavior negatively in coordinating their instruction with community agencies and parents. Administrative reports show favorable evaluation of teacher behavior on all items. Teachers demonstrate negative values concerning all items on the list.

Table XXXI shows the related factor loadings for the items in Classroom Management under the heading of Communications. Administrators report negatively concerning teacher ability to secure suggestions from parents and consider it, and the ability to secure suggestions from students, of low value. Both teachers and administrators report negatively about teacher ability to offer creative suggestions for the operation of the school. Administrators value teachers' ability to report long-range goals within the framework of district-approved policy. Administrators report negatively about the value of teacher communication with parents and the community. Teachers place positive value on communications with parents and report their behavior to be successful. Teachers report favorably their behavior in making students and parents understand them. Teachers think they communicate long-range plans poorly, that they are not consistent or regular in communication, and that students don't communicate freely with them. Teachers place negative value on most of these items. Administrators place negative evaluations on teacher behavior in accomplishing the goals of communication.

Table XXXII shows the related factor loadings for the items in Classroom Management under the heading of Identification. Teachers place positive values on all the items. Teachers report

Table XXX

CLASSROOM MANAGEMENT - INSTRUCTIONAL COORDINATION
(Rotated Factor Loadings)

Variables	I	II	III	IV	V	VI
1. The teacher goals of the instructor show an understanding of the teaching goals of others on the faculty.						
a) T.B.			-0.83			
b) T.I.	0.11					-0.87
c) A.B.		0.42			0.64	
d) A.I.		0.77				
2. Assignments made by the teacher reveal an appreciation of assignments made by other teachers on the faculty.						
a) T.B.	0.59					
b) T.I.	01.4					-0.90
c) A.B.		0.35			0.80	
d) A.I.		0.86				
3. Learning experiences provided by the teacher show an appreciation of the instruction provided by the home, church, newspapers, radio, television and youth groups.						
a) T.B.				-0.81		
b) T.I.					0.09	-0.86
c) A.B.					0.75	
d) A.I.		0.88				

Only loadings greater than .333 are included

Table XXX (Continued)

(Instructional Coordination)

Variables	I	II	III	IV	V	VI
4. Instruction provided by the teacher shows that he nas received information from community groups concerning learning progress reported by their leaders.						
a) T.B.	0.79					
b) T.I.	0.16					-0.92
c) A.B.					0.76	
d) A.I.		0.82				
5. Parental reactions to guidance reports reveal that they understand the goals of instruction and the progress of the child in reaching them.						
a) T.B.	0.39			-0.59		
b) T.I.						-0.83
c) A.B.					0.81	
d) A.I.		0.81				
6. Community leaders display appreciation for the work of the teacher and are eager to utilize his educational leadership.						
a) T.B.	0.60			-0.43		
b) T.I.	0.21					-0.86
c) A.B.					0.80	
d) A.I.		.0.83				

Only loadings greater than .333 are included.

(Instructional Coordination)

Table XXX (Continued)

Variables	I	II	III	IV	V	VI
7. Reactions of newspaper and television-radio reporters show that the teacher knows how to work with them whenever it is appropriate.						
a) T.B.	0.83					
b) T.I.	0.31					-0.84
c) A.B.	0.66					
d) A.I.		0.81				
8. Reactions of other teachers show that the teacher has developed coordination procedures that causes them to work effectively together.						
a) T.B.	0.56					
b) T.I.	0.91					-0.83
c) A.B.		0.40			0.72	
d) A.I.		0.79				

Only loadings greater than .333 are included.

TABLE XXXI

CLASSROOM MANAGEMENT - COMMUNICATIONS

(Rotated Factor Loadings)

VARIABLE	I	II	III	IV	V	VI	VII	VIII	IX
1. The teacher displays a knowledge of the information contained in district policy manuals, standard practices publications, directories, and daily bulletins.									
a) T. B.		-0.49							
b) T. I.								-0.82	
c) A. B.									-0.80
d) A. I.			0.81						
2. He is positive and creative in offering ideas about the operation of the school.									
a) T. B.		-0.86							
b) T. I.								-0.82	
c) A. B.		-0.39							-0.70
d) A. I.			0 85						
3. His communications to students and public are made on a long-range basis emphasizing goals, plans and procedures.									
a) T. B.							-0.74		
b) T. I.								-0.81	
c) A. B.			0.51						-0.63
d) A. I.			0.84						
4. His communications to students and parents are concise and consistent.									
a) T. B.							-0.77		
b) T. I.								-0.91	
c) A. B.									-0.69
d) A. I.			0.85						

Only loadings greater than .375 are included

(Classroom Management - Communications) Table XXXI (Continued)

Variable	I	II	III	IV	V	VI	VII	VIII	IX
5. His communications with parents and students are made within the framework of goals and purposes of his work with the students.									
a) T. B.							-0.82		
b) T. I.								-0.87	
c) A. B.									-0.80
d) A. I.			0.37	-0.62					-0.41
6. His communications with parents and students are made promptly and with due consideratiom of meanings likely to be attached to the statements.									
a) T. B.							-0.79		
b) T. I.								-0.90	
c) A. B.									-0.87
d) A. I.			0.34	-0.65					
7. He has the confidence of the students so that they feel free to suggest creative and positive ways of improving instruction in the class.									
a) T. B.					0.46		-0.49		
b) T. I.								-0.77	
c) A. B.									-0.56
d) A. I.	-0.46			-0.69					
8. He has the confidence of parents so that they feel free to suggest positive and creative ways of improving instruction in the class.									
a) T. B.					0.79				
b) T. I.					0.58			-0.65	
c) A. B.	-0.46								-0.63
d) A. I.				-0.85					

Only loadings greater than .375 are included

Table XXXI (Continued)

(Classroom Management - Communications)

Variable	I	II	III	IV	V	VI	VII	VIII	IX
9. His communication with students creates a minimum of misunderstanding between them.									
a) T. B.						0.59	-0.50		
b) T. I.								-0.89	
c) A. B.									-0.82
d) A. I.			0.23	-0.85					
10. His communications with parents and community leaders create a minimum of misunderstanding between them.									
a) T. B.						0.72			
b) T. I.								-0.77	
c) A. B.	-0.46								-0.63
d) A. I.				-0.85					
11. His communications with administrators create a minimum of misunderstanding between them.									
a) T. B.						0.71			
b) T. I.								-0.89	
c) A. B.									-0.82
d) A. I.				-0.83					

Only loadings greater than .375 have been included negatively on their behavior in working with all types of students and parents and in their use of guidance resources for analyzing learning problems. Administrators report negatively on teacher behavior in using guidance resources. Teachers report negatively about their behavior in accomplishing these tasks. Administrators place positive values on all items and report teacher behavior displaying skill in working with various types of learning problems. Administrators report negative evaluations of teacher behavior in accomplishing most of these tasks.

Table XXXIII shows the related factor loadings for the items in Classroom Management under the heading of Efficient Utilization of Class Time. Administrators place positive value on all items. Administrators report positively about teacher behavior on all items. Teachers report negatively about their behavior in accomplishing these tasks. Teachers generally place low values on all items. Administrators consider teachers capable of estimating time that students need to complete assigned homework.

Table XXXIV shows the related factor loadings for the items in Instructional Skills under the heading of Learning Evnironment. Administrators place positive values on teacher behavior in all items. Administrators think that teachers' voices are important. Administrators place positive values on all items. Administrators consider teachers' demeanor important. Teachers place low values on arrangements of rooms, heat and light control. Teachers place low values on their behavior in all items. Teachers place low values on the importance of all items.

Table XXXII

CLASSROOM MANAGEMENT - IDENTIFICATION

(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI
1. The teacher can work with a range of different kinds cf learning problems once they have been identified.						
a) T.B.		-0.50		-0.54		
b) T.I.	0.91					
c) A.B.					0.51	-0.49
d) A.I.					0.86	
2. He makes full use of the guidance staff in analyzing students' learning problems.						
a) T.B.		-0.84				
b) T.I.	0.88					
c) A.B.			-0.62			-0.54
d) A.I.					0.85	
3. He can work with a range of different kinds of parents.						
a) T.B.		-0.38		-0.75		
b) T.I.	0.88					
c) A.B.						-0.82
d) A.I.					0.86	
4. He can communicate with any student in his class.						
a) T.B.				-0.87		
b) T.I.	0.94					
c) A.B.						-0.86
d) A.I.					0.86	

Only loadings greater than .350 are included.

(Classroom Management - Identification)

Table XXXII (Continued)

Variable	I	II	III	IV	V	VI
5. He can communicate with the parents of any student in his class.						
a) T.B.				-0.73		
b) T.I.	0.92					
c) A.B.						-0.73
d) A.I.					0.81	
6. He has the skill to work with any community agency tc assist with the instructional problem of a student in his class.						
a) T.B.		-0.67				
b) T.I.	0.85					
c) A.B.						-0.62
d) A.I.					0.72	
7. He can cope efficiently with any behavioral problem in his class.						
a) T.B.				-0.77		
b) T.I.	0.88					
c) A.B.						-0.84
d) A.I.					0.78	
8. He can secure adoption of the goals of the class by most of the students in it.						
a) T.B.			-0.40	-0.74		
b) T.I.	0.91					
c) A.B.						-0.91
d) A.I.					0.81	
9. He can secure some development of skills, attitudes, and knowledge by each member of his class.						
a) T.B.				-0.78		
b) T.I.	0.91					
c) A.B.						-0.77
d) A.I.					0.83	

Only loadings greater than .350 have been included.

Table XXXIII

CLASSROOM MANAGEMENT - EFFICIENT UTILIZATION OF CLASS TIME
(Rotated Factor Loadings)

Variables	I	II	III	IV	V
1. The teacher is able to estimate the teaching-learning time to be devoted to different classroom activities.					
a) T.B.			-0.86		
b) T.I.				-0.92	
c) A.B.		0.75			
d) A.I.	0.67				
2. He is able to estimate accurately the time to complete assigned homework.					
a) T.B.			-0.76		
b) T.I.				-0.83	0.13
c) A.B.		0.38			0.66
d) A.I.	0.68				
3. His is able to discern learning plateaus and provide a change-of-pace at strategic times.					
a) T.B.			-0.66		
b) T.I.				-0.93	
c) A.B.		0.83			
d) A.I.	0.72				

Only loadings greater than .352 are included.

(Efficient Utilization of Class Time)

Table XXXIII (Continued)

Variables	I	II	III	IV	V
4. He is able to estimate properly the most appropriate times for a portion of the curriculum to be taught.					
a) T.B.			-0.69		
b) T.I.				-0.94	
c) A.B.		0.85			
d) A.I.	0.74				
5. He is able to complete required school extra-curricular classroom activities with minimum interference to curricular goals.					
a) T.B.			-0.65		
b) T.I.				-0.86	
c) A.B.		0.62			
d) A.I.	0.82				
6. He is able to exclude from the classroom activities diversionary activities demanded by students.					
a) T.B.			-0.81		
b) T.I.				-0.90	
c) A.B.		0.77			
d) A.I.	0.78				

Only loadings greater than .352 are included.

(Efficent Utilization of Class Time)

Table XXXIII (Continued)

Variables	I	II	III	IV	V
7. He is able to discipline himself so that his instructional enthusiams do not cause him to sacrifice instructional goals.					
a) T.B.			-0.72		
b) T.I.				-0.81	
c) A.B.		0.71			
d) A.I.	0.75				
8. He is able to arrange instructional resources so that they may be used effectively to reach instructional goals.					
a) T.B.			-0.88		
b) T.I.				-0.90	
c) A.B.		0.84			
d) A.I.	0.83				

Only loadings greater than .352 are included.

Table XXXIV

INSTRUCTIONAL SKILL - LEARNING ENVIRONMENT
(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI	VII
1. The teacher is aware of the light and heat conditions in the classroom.							
a) T.B.						-0.85	
b) T.I.					-0.65		-0.51
c) A.B.	0.81						
d) A.I.			0.81				
2. He is sensitive to the controls, the cleanliness of the classroom.							
a) T.B.						-0.88	
b) T.I.							-0.72
c) A.B.	0.87						
d) A.I.			0.81				
3. He maintains a functional arrangement of the classroom to accomplish the teaching goals.							
a) T.B.						-0.85	
b) T.I.					-0.74	-0.50	
c) A.B.	0.87						
d) A.I.			0.76				
4. He uses a functional seating arrangement to accomplish instructional goals.							
a) T.B.						-0.81	
b) T.I.					-0.77		-0.42
c) A.B.	0.75						
d) A.I.			0.85				

Only loadings greater than .385 are included.

(Instructional Skill - Learning Environment)

Table XXXIV (Continued)

Variable	I	II	III	IV	V	VI	VII
5. He is sensitive to, and controls, color combinations in the classroom to produce a more effective learning environment.							
a) T.B.						-0.88	
b) T.I.							-0.77
c) A.B.	0.74						
d) A.I.			0.85				
6. He controls noise in the classroom to provide an effective learning environment							
a) T.B.						-0.85	
b) T.I.							-0.77
c) A.B.	0.80						
d) A.I.			0.67				
7. His classroom procedure discourages distracting interruptions that impair learning activities.							
a) T.B.						-0.87	
b) T.I.							-0.85
c) A.B.	0.85						
d) A.I.			0.78				
8. He arranges the room so that learning resources are readily available to the students.							
a) T.B.						-0.83	
b) T.I.							-0.81
c) A.B.	0.80						
d) A.I.			0.74				

Only loadings greater than .385 are included.

(Instructional Skill - Learning Environment)

Table XXXIV (Cont.)

Variable	I	II	III	IV	V	VI	VII
9. He uses a tone of voice that increases the effectiveness of the instructional program.							
a) T.B.		0.50				-0.75	
b) T.I.							-0.79
c) A.B.	0.83						
d) A.I.		0.40	0.67				
10. He displays a demeanor that increases the effectiveness of the instructional program.							
a) T.B.		0.50				-0.74	
b) T.I.							-0.69
c) A.B.	0.80						
d) A.I.			0.64	0.52			

Only loadings greater than .385 are included.

Table XXXV shows the related factor loadings for the items in Instructional Skills under the heading of Tools and Materials of Learning. Teachers place positive values on their behavior in all items. Administrators place low values on teacher behavior in the use of films, bulletin boards, and instructional materials. Administrators place low value on television, teaching machines, and radio. Teachers place positive values on maps, charts, specimens, and community resources. Administrators place positive values on teacher behavior in respect to all items except bulletin boards, films, maps, and charts. Teachers place low values on all items. Administrators place positive values on all items.

Table XXXVI shows the related factor loadings for the items in Instructional Skills under the heading of Subject Matter. Teachers place positive values on all items. Administrators rate teacher behavior positively on planning and sequencing instruction and place personal positive values on these items. Administrators place positive values on each item. Teachers report negatively their behavior on development of students' skills. Administrators report positively on teacher behavior in securing development of students' skills. Teachers report negatively on their behavior in respect to all items.

Table XXXVII shows the related factor loadings for the items in Instructional Skills under the heading of Analysis of Learning Problems. Administrators place positive values on all items and report positively on teachers' behavior in dealing with individual differences. Administrators place negative values on teachers' ability to assist students in developing self-evaluation and in

Table XXXV

INSTRUCTIONAL SKILLS - TOOLS AND MATERIALS OF LEARNING

(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI	VII
1. The teacher uses the library effectively to accomplish instructional goals.							
a) T.B.	0.85						
b) T.I.						-0.88	
c) A.B.					0.66		
d) A.I.							0.82
2. He uses appropriate books and materials to accomplish instructional goals.							
a) T.B.	0.85						
b) T.I.						-0.79	
c) A.B.		-0.52			0.63		
d) A.I.							0.82
3. He uses bulletin boards effectively in instruction.							
a) T.B.	0.85						
b) T.I.						-0.86	
c) A.B.		-0.81					
d) A.I.							0.85
4. He knows, and uses, appropriate films in instruction.							
a) T.B.	0.87						
b) T.I.						-0.84	
c) A.B.		-0.52			0.63		
d) A.I.							0.75

Only loadings greater than .376 are included

Table XXXV (Continued)

(Instructional Skills - Tools and Materials of Learning)	I	II	III	IV	V	VI	VII
5. He makes effective use of television in instruction.							
a) T.B.	0.79						
b) T.I.						-0.87	
c) A.B.					0.71		
d) A.I.			-0.56				
6. He uses radio appropriately in instruction.							
a) T.B.	0.66						
b) T.I.						-0.74	
c) A.B.					0.72		
d) A.I.			-0.38				0.63
7. He understands the use of teaching machines in instruction.							
a) T.B.	0.84						
b) T.I.						-0.71	
c) A.B.					0.75		
d) A.I.			-0.64				0.51
8. He uses maps and charts effectively in instruction.							
a) T.B.	0.63						
b) T.I.				0.55		-0.68	
c) A.B.			0.67				
d) A.I.							0.74
9. He uses specimens effectively in instruction.							
a) T.B.	0.84						
b) T.I.				0.63		-0.53	
c) A.B.					0.79		
d) A.I.							0.73

Only loadings greater than .376 are included

Table XXXV (Continued)

(Instructional Skills - Tools and Materials of Learning)	I	II	III	IV	V	VI	VII
10. He knows, and utilizes instructional resources of the community in his teaching.							
a) T.B.	0.85						
b) T.I.				0.50		-0.70	
c) A.B.					-0.76		
d) A.I.							0.79

Only loadings greater than .376 are included.

Table XXXVI

INSTRUCTIONAL SKILLS - SUBJECT MATTER
(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI
1. The teacher arranges appropriate sequences of learning to accomplish instructional goals.						
a) T.B.						-0.79
b) T.I.	0.89					
c) A.B.		0.73				
d) A.I.		0.39	0.77			
2. He translates goals of instruction into effective lesson plans.						
a) T.B.				-0.41		-0.64
b) T.I.	0.84					
c) A.B.		0.81				
d) A.I.		0.40	0.77			
3. He proceeds in instruction from concrete to abstract concepts.						
a) T.B.						-0.83
b) T.I.	0.80					
c) A.B.		0.73				
d) A.I.			0.76			
4. His sequences of learning produce appropriate sequences of learning to accomplish instructional goals.						
a) T.B.				-0.42		-0.72
b) T.I.	0.84					
c) A.B.		0.83				
d) A.I.			0.75			

Only loadings greater than .359 are included

(Subject Matter)

Table XXXVI (Continued)

Variable	I	II	III	IV	V	VI
5. He varies instructional materials for individual differences.						
a) T.B.						-0.65
b) T.I.	0.88					
c) A.B.		0.74			0.36	
d) A.I.			0.72			
6. His instruction causes students to develop skills of inquiry.						
a) T.B.				-0.57		-0.57
b) T.I.	0.92					
c) A.B.		0.40			0.67	
d)			0.80			
7. His instruction develops students' skills in examining controversial issues.						
a) T.B.				-0.79		
b) T.I.	0.90					
c) A.B.					0.78	
d) A.I.		0.79				
8. His instruction develops students' skills in the application of theory to practice.						
a) T.B.				-0.85		-0.36
b) T.I.	0.88					
c) A.B.					0.75	
d) A.I.			0.84			

Only loadings greater than .359 are included.

(Subject Matter)

Table XXXVI (Continued)

Variable	I	II	III	IV	V	VI
9. His instruction develops students' skills in the deduction of theory from examination of multiple practices.						
a) T.B.				-0.83		
b) T.I.	0.85					
c) A.B.					0.82	
d) A.I.			0.83			
10. His instruction develops students' skills in drawing analogies.						
a) T.B.				-0.84		
b) T.I.	0.85					
c) A.B.					0.85	
d) A.I.			0.81			

Only loadings greater than .359 are included.

Table XXXVII

INSTRUCTIONAL SKILLS - ANALYSIS OF LEARNING PROBLEMS
(Rotated Factor Loadings)

Variable	I	II	III	IV	V	VI	VII
1. The teacher has the skill to gather appropriate information about the students' learning progress.							
a) T.B.				0.80		-0.34	
b) T.I.					0.88		
c) A.B.	0.37						-0.76
d) A.I.	0.90						
2. He can interpret instructional goals in terms of student behavior.							
a) T.B.				0.81		-0.35	
b) T.I.					0.89		
c) A.B.	0.34						-0.77
d) A.I.	0.79						
3. He can determine needed sequential changes in student behavior.							
a) T.B.				0.57		-0.56	
b) T.I.					0.81		
c) A.B.	0.32						-0.79
d) A.I.	0.88						
4. He can assess the influence of instruction in non-class learning situations.							
a) T.B.				0.65		-0.41	
b) T.I.					0.81		
c) A.B.	0.53	-0.44					-0.45
d) A.I.	0.80	-0.36					

Only loadings greater than 3.18 are included.

(Instructional Skills - Analysis of Learning Problems) Table XXXVII (Continued)

Variable	I	II	III	IV	V	VI	VII
5. He can determine the influence of the students' emotions on learning.							
a) T.B.						-0.77	
b) T.I.					0.88		
c) A.B.	0.43						-0.71
d) A.I.	0.88						
6. He can determine the influence of the students' physical well-being on learning.							
a) T.B.						-0.79	
b) T.I.				0.85			
c) A.B.							-0.82
d) A.I.	0.88						
7. He can determine students' mental condition and its influence on learning.							
a) T.B.						-0.80	
b) T.I.					0.89		
c) A.B.							-0.85
d) A.I.	0.86						-0.34
8. He can determine social blocks to learning.							
a) T.B.						-0.80	
b) T.I.					0.90		
c) A.B.							-0.84
d) A.I.	0.87						

Only loadings greater than .318 are included.

(Instructional Skills -- Analysis of Learning Problems) Table XXXVII (Continued)

Variable	I	II	III	IV	V	VI	VII
9. He can assist students to develop self-evaluation skills.							
a) T.B.			0.49			-0.65	
b) T.I.					0.93		
c) A.B.		-0.52					
d) A.I.	0.82						-0.66
10. He can assist others to utilize out-of-class experience of students to develop skills of self-evaluation.							
a) T.B.			0.60		0.37	-0.46	
b) T.I.			0.38		0.80		
c) A.B.		-0.66					
d) A.I.	0.56		0.36				-0.53

Only loadings greater than .318 are included.

their ability to assess influences of non-class learning, and they place low value on teachers' performing the latter. Teachers place positive value on helping students and others to develop self-evaluation skills, and report positive values in their behavior in accomplishing it. Teachers report positively about their behavior in working with individual differences. Teachers place positive values on all items. Teachers report negatively on their behavior in respect to all items. Administrators report negatively about teachers' behavior in respect to all items, but doubt the value of teachers' assessing mental ability.

The administrators and teachers differed in values placed on seven of the eighteen sections. Teachers valued teacher-student relations higher than administrators. Teachers valued teacher-administrator relations higher than administrators. Administrators valued coordination of instruction externally higher than teachers. They valued communications with the community and students higher than teachers. They considered efficient use of class time more valuable than did teachers. They considered management of the learning environment more valuable than did teachers. They considered proper management of the tools and materials of learning more valuable than did the teachers.

Differences between administrators and teachers extended to differences within categories. Teachers reports of their own behavior reveal little attempt to build cooperative relations with other teachers beyond a friendly, professional association. Teachers report little appreciation of the school as an organization. Administrators reported that teachers expect them to be an agency to keep the house in order. Administrators value teacher participation in the community and teacher leadership in it, but teachers do not. Teachers report little coordination of instruction in the school. Administrators think teachers don't investigate before making decisions. Teachers value association with scholars in the discipline they teach, but administrators do not. Teachers value positively their ability to prepare instructional materials to please students and parents; administrators want them to please both, but consider teacher preparation of instructional materials to be of lesser importance. Teachers and administrators disagree about the value of recording students' interpersonal skills; the former place higher value on it. Teachers and administrators disagree about the value of physical conditions in the classroom; the former place lower values on it. Teachers and administrators disagree about the teachers' capability of developing skills in self-evaluation; the former place higher values on it.

There were remarkably similar evaluation patterns between teachers and administrators concerning teacher behavior, but there were some differences. Administrators placed positive values on teacher behavior in their relations with students; teachers placed positive values on some. Administrators placed positive values on teacher behavior in the exercise of authority; teachers were generally displeased with their own behavior. Administrators placed positive values on teacher behavior in efficient utilization of class time; teachers reported negative values in it. Administrators placed positive values on teacher behavior in managing the learning environment; teachers placed negative values on their own behavior. On all other sections, teachers and administrators placed the same positive or negative values on teacher behavior.

Teachers' patterns of response can be characterized by a preoccupation with the classroom only and their specific duties within it. Work of others within the organization, and the organization itself, assumes lesser value. Teachers place lesser values on administrative services and the political and community problems of instruction.

Administrators' patterns of response can be characterized by a preoccupation with the coordination of instruction within the organization, community relations, the total problems of the organization, and the political problems of the school. They show remarkable optimism about the behavior of teachers on most items of teaching skill.

Follow-up Instruments

The differential patterns of response of administrators and teachers suggest that a follow-up procedure related to teaching skills would include an instrument to be completed by the administrator and an instrument to be completed by the teacher. It was expected that the items to be considered by the principal would, perhaps, duplicate some of the items to be considered by the teacher. The factors of response, however, indicate that the teacher would value far more items favorably than would the administrators. They also indicate that teachers and administrators substantially agree on the evaluations of teacher behavior. They suggest that teachers' values about skills are more consistent than administrators'.

Recognizing these characteristics in the data, the Guttman scaling procedure was used to select items for the two contemplated instruments. Responses of administrators and teachers concerning the values each placed on the items were used in the scaling. Guttman scaling tested the data in each subsection first for the teachers' responses, and secondly for the administrators' responses. The test selected the items which would produce at least nine times out of ten a similar scaled set of responses from an unlimited population with the same characteristics as the test group. The items selected by this test were considered appropriate for inclusion in the follow-up instruments.

When the test was applied to the value response of the teachers, scales were found in ten of the eighteen sections. Only the responses in the Interpersonal Relations section on Teacher-Administrator relations scaled. In seven of the ten sections in Classroom Management scales were found by the test. Scales were not identified in the sections on the organization of classwork, evaluation and reward, and identification. Scales were produced in two of the four sections of Instructional Skills. They were not produced by the responses in the sections on Learning Environment and Subject Matter.

When the test was applied to the value responses of administrators only six subsections produced scales. Responses in but one section under Interpersonal Relations scaled, Teacher-Teacher relations. Scales were produced in only three sections under Classroom Management. They were goal-setting in the classroom, organization of the classwork, and instructional coordination.

Two sections in Instructional Skills produced scales. They were tools and materials of instruction and analysis of learning problems.

Only six of the eighteen sections failed to produce a scaled set of responses either by the administrators or by the teachers. They were teacher-student relations, teacher-parent relations, evaluation and reward, identification, learning environment, and subject matter. Thus the joint follow-up with special instruments for the teacher and the administrator should provide substantial coverage of most items developed in the conference groups.

Scales Produced by Teachers' Responses

Table XXXVIII shows the scale in Interpersonal Relations under the heading of teacher-administrator relations produced by the value judgments of teachers. Twelve of the original eighteen items constitute the scale. They suggest that skill in following administrative leadership in organizational processes is important to teachers.

Table XXXIX shows the scale in Classroom Management under the heading of goal-setting in the classroom produced by the value judgments of teachers. Five of eight original items constitute the scale. They are characterized by the recognition of teachers that their goals of instruction ought to be fitted into the total instructional goals of the school, coordinated with goals of other teachers, and accepted so strongly by students that they are capable of being self-directed in their accomplishment.

Table XL shows the scale in Classroom Management under the heading of authority produced by the value judgments of teachers.

Table XXXVIII

TEACHER RESPONSES TEACHER-ADMINISTRATOR RELATIONS

(18 Items)

						PERCENTAGE		
INT	ITEM	% ACCEPTING	CUTOFF	FORM	TEST	CHECK	TOTAL	MEAN INTENSITY
L.	The teacher expects the administrator to assist him in defining the responsibilities he is to assume at work.	88	3	0	5.6	11.3	8.4	4.64
2.	He expects the administrator to help him in developing insight into the results of his behavior in meeting assigned teaching responsibilities.	81	3	1	3.7	1.8	2.8	3.75
3.	He knows that the teacher appreciates the role of the administrator in the organization.	77	4	2	3.7	3.7	3.7	.56
4.	He expects the administrator to facilitate coordination of instruction from grade to grade, teacher to teacher, and classroom to community.	83	4	3	5.6	0.0	2.8	1.25
5.	He expects the administrator to coordinate a communications program between faculty members, etc.	84	4	4	3.7	1.8	2.8	1.25
6.	He expects the administrator to perform essential personal functions which help him to feel that he "belongs" in the organization.	58	4	5	15.0	20.7	17.9	2.29

Table XXXVIII continued

INT	ITEM	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	 CHECK	 TOTAL	MEAN INTENSITY
7.	He expects the administrator to allocate resources, personnel, and time so that the goals of the school are met.	45	5	6	9.4	20.7	15.0	1.07
8.	He expects the administration to provide a system of records sufficient to intelligent decision making about faculty, custodians, students, and the community.	41	5	7	7.5	9.4	8.4	3.41
9.	The administrator knows that the teacher understands the value of the teacher's work to the organization.	33	5	8	9.4	9.4	9.4	3.83
10.	He expects the administrator to operate a decision making procedure that utilized all potential leadership in the organization.	30	5	9	9.4	1.8	5.6	5.37
11.	He can expect the teacher to be open and free in his relationships both to fellow teachers and the administrators.	27	5	10	3.7	1.8	2.8	4.75
12.	He can expect the teacher to know the relative responsibility for public relations of the staff members and the administrator.	19	5	11	9.4	5.6	7.5	5.15
				12	13.2	11.3	12.2	7.21

Reproducibility - - - - Test 91.1 %
Check 88.9 %
Total 90.0 %

Table XXXIX

TEACHER RESPONSES GOAL-SETTING IN THE CLASSROOM
(8 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	CHECK	TOTAL	MEAN INTENSITY
1.	Students are eager to take other courses in the teacher's field after having taken one of his classes.	83	3	0	20.7	18.8	19.8	2.36
2.	Student acceptance and understanding of the goals of instruction are displayed in their work in other classes.	58	4	1	16.9	22.6	19.8	1.03
3.	Students in the teacher's classes tend to do more work than is required of them.	48	4	2	16.9	15.0	15.0	.79
4.	Work planned by the teacher, for students show an understanding of the relation of classroom goals to the total instructional program of the school.	33	5	3	13.2	18.8	16.0	.48
5.	Others in the school understand the teaching goals of this teacher so clearly that they made observable attempts to coordinate their instruction with them.	26	4	4	15.0	9.4	12.2	1.02
				5	16.9	15.0	15.0	1.12

REPRODUCIBILITY - - - - - Test 90.5 %
Check 93.2 %
Total 91.8 %

Six of the original ten items constitute the scale. These items are characterized by persistent identification of the characteristics of an authority system that resembles our governmental procedure.

Table XLI shows the scale in Classroom Management under the heading of research produced by the value judgments of teachers. Six of the ten original items constitute the scale. Teachers persistently value not only the company of scholars in education, but in the disciplines taught. They value not only ability to do research in education, but in their disciplines. They value professional journals not only in education, but in their discipline.

Table XLII shows the scale in Classroom Management under the heading of record-keeping produced by the value judgments of teachers. Five of the ten original items constitute the scale. The responses are characterized by persistent recognition of teachers that complete records will show not only the precise student progress toward precise instructional goals, but interpersonal skills. They show the teacher recognition of the need for records to enlist the assistance of parents in the educational process, and to make it possible for others to pick up the instruction as the teacher leaves off.

Table XLIII shows the scale in Classroom Management under the heading of instructional coordination produced by the value judgments of teachers. Five of the eight original items constitute the scale. Teachers persistently value positively those skills that will allow them to coordinate instruction with other teachers, the home, and all other educational activities in the community. They recognize the importance of their being able to provide educational leadership in the community.

Table XL

TEACHER RESPONSES AUTHORITY
(10 Items)

					PERCENTAGE			
INT	ITEMS	% ACCEPTING	CUTOFF	FORM	TEST	CHECK	TOTAL	MEAN INTENSITY
1.	Errors in decision making can be identified quickly and corrected.	86	4	0	11.3	18.8	15.0	1.29
2.	The authority system used by the teacher provides opportunities for appeal and petition without penalty.	77	4	1	5.5	13.2	9.4	.97
3.	The teacher has developed a system of checks and balances in decision making so that actions taken are neither tyrannical nor revolutionary.	67	4	2	11.3	11.3	11.3	1.43
4.	Past decisions in the class are well organized and available as a guide to future decisions.	58	4	3	18.8	7.5	13.2	1.55
5.	Decisions are made in such a way that they are accepted by the members of the class.	32	5	4	22.6	26.4	24.5	1.21
6.	The authority system of the class provides a way of resolving differences of opinion among members of the class.	22	5	5	13.2	9.4	11.3	1.68
				6	16.9	13.2	15.0	3.37

REPRODUCIBILITY - - - - - Test 94.0%
Check 93.7%
Total 93.8%

Table XLI

RESPONSES OF TEACHERS RESEARCH
(10 Items)

INT		% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	CHECK	TOTAL	MEAN INTENSITY
1.	The teacher keeps up-to-date in the knowledge of his discipline by seeking the company of scholars in his field.	86	3	0	18.8	15.0	16.9	2.94
2.	He keeps up-to-date in teaching skills by seeking the company of scholars in the field.	72	4	1	7.5	13.2	10.3	1.70
3.	He reads and uses the professional journals of the discipline he teaches.	65	4	2	15.0	13.2	14.1	1.39
4.	He reads and uses the professional journals of education.	53	4	3	3.7	11.3	7.5	1.40
5.	The teacher displays an ability to do research pertinent to the discipline he is teaching.	27	5	4	30.1	30.1	30.1	.72
6.	He displays an ability to do research pertinent to the teaching process.	18	5	5	9.4	5.6	7.5	1.68
				6	15.0	11.3	13.2	3.05

REPRODUCIBILITY - - - - - Test 97.1 %
Check 94.6%
Total 95.9 %

Table XLII

RESPONSES OF TEACHERS RECORD KEEPING
(8 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	CHECK	TOTAL	MEAN INTENSITY
1.	His records of work accomplished are in order so that a substitute can pick up the work of the class and maintain continuity of instruction.	90	4	0	13.2	9.4	11.3	1.59
2.	His records show the development of each student's interpersonal relations skills.	69	3	1	7.5	16.9	12.2	1.56
3.	His records are kept as a process of noting individual-student progress toward precise goals for the instruction in the class.	66	4	2	15.0	11.3	13.2	.58
4.	His reports are made on time.	45	5	3	24.5	26.4	25.4	.83
5.	His records are intelligible to parents and to other teachers.	30	5	4	11.3	16.9	14.1	1.64
				5	28.3	18.8	23.5	2.78

REPRODUCIBILITY - - - - - Test 92.8 %
Check 93.2 %
Total 93.0 %

Table XLIV shows the scale in Classroom Management under the heading of communications produced by the value judgments of teachers. Seven of the original eleven items constitute the scale. They are characterized by a desire to frame communications within long-range purposes and to exchange ideas with students, parents, administrators, and the community about educational problems.

Table XLV shows the scale in Classroom Management under the heading of efficient utilization of class time. Five of the eight original items constitute the scale. They are characterized by desires to exclude from the classwork all extraneous activities, even those created by the teachers' instructional enthusiasms. They do emphasize timing and change of pace.

Table XLVI shows the scale in Instructional Skills under the heading of tools and materials of learning. Six of the original ten items constitute the scale. They are characterized by the teachers' endorsement of the skills essential to use bulletin boards, television, radio, community resources, books and materials, and the library.

Table XLVII shows the scale in Instructional Skills under the heading of analysis of learning problems. Six of the original ten items constitute the scale. They are characterized by teachers' endorsements of examining the effects of physical, emotional, and non-school factors on school learning. They show teacher endorsement of the skills pertinent to developing self-evaluation.

Table XLIII

TEACHER RESPONSES INSTRUCTIONAL COORDINATION
(8 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	PERCENTAGE CHECK	PERCENTAGE TOTAL	MEAN INTENSITY
1.	Parental reactions to guidance reports reveal that they understand the goals of instruction and the progress of the child in reaching them.	71	4	0	22.6	20.7	21.6	2.20
2.	Community leaders display appreciation for the work of the teacher and are eager to utilize his educational leadership.	66	3	1	13.2	11.3	12.2	2.13
3.	The teacher goals of the instructor show an understanding of the teaching goals of others on the faculty.	51	4	2	13.2	22.6	17.9	1.25
4.	Learning experiences provided by the teacher show an appreciation of the instruction provided by the home, church, newspapers, radio, television and youth groups.	50	4	3	13.2	11.3	12.2	.46
5.	Instruction provided by the teacher shows that he has received information from community groups concerning learning progress reported by their leaders.	27	4	4	11.3	13.2	12.2	.75
				5	26.4	20.7	23.5	1.10

REPRODUCIBILITY - - - - - Test 92.0 %
Check 92.0 %
Total 92.0 %

Scales Produced by Administrators' Responses

Table XLVIII shows the scale in Interpersonal Relations under the heading of teacher-teacher relations produced by the value judgments of the principals. Six of nine items constitute the scale. They are characterized by principals' desires to have teachers appreciate each other, be friendly with each other, and have pride in the teachers within the school.

Table XLIX shows the scale in Classroom Management under the heading of goal-setting in the classroom produced by the value judgments of principals. Five of the original eight items constitute the scale. The items are characterized by approval of visible evidence that might assist the principal in identifying the skills of the teachers. Since the teachers' value judgments also produced a scale in this category, it is interesting to note that the two scales have only two identical items. One is the phenomenon of recurring enrollments in a teacher's classes and the other is the students' inclination to do more work than is required of them. The principals, apparently, are thinking of these as evidence and the teachers consider them evidence of student goal acceptance.

Table L shows the scale in Classroom Management under the heading of organization of classwork produced by the value judgments of principals. Six of the original ten items constitute the scale. The items are characterized by emphasis on long-range planning, sequencing of instruction, and frequent evaluative reports to students.

Table XLIV

TEACHER RESPONSES COMMUNICATIONS
(11 Items)

					PERCENTAGE			
INT	ITEMS	% ACCEPTING	CUTOFF	FORM	TEST	CHECK	TOTAL	MEAN INTENSITY
1.	His communications with parents and students are made promptly and with due consideration of meanings likely to be attached to the statements.	91	4	0	9.4	11.3	10.3	1.60
2.	He has the confidence of parents so that they feel free to suggest positive and creative ways of improving instruction in the class.	74	3	1	15.0	11.3	13.2	1.71
3.	His communications to students and public are made on a long-range basis emphasizing goals, plans, and procedures.	69	4	2	9.4	7.5	8.4	.25
4.	His communications with administrators creates a minimum of misunderstandings between them.	50	5	3	24.5	16.9	20.7	.47
5.	His communication with students creates a minimum of misunderstandings between them.	50	5	4	7.5	5.6	6.6	2.03
6.	His communications with parents and community leaders creates a minimum of misunderstandings between them.	36	5	5	3.7	5.6	4.7	2.39
7.	The teacher displays a knowledge of the information contained in district policy manuals, standard practices publications, directories and daily bulletins.	31	5	6	11.3	16.9	14.1	2.84
				7	18.8	24.5	21.6	3.98

REPRODUCIBILITY - - - - - Test 94.6 %
Check 91.3 %
Total 92.9 %

Table XLV

TEACHER RESPONSES EFFICIENT UTILIZATION OF CLASS TIME
(8 Items)

					PERCENTAGE			
INT	ITEMS	% ACCEPTING	CUTOFF	FORM	TEST	CHECK	TOTAL	MEAN INTENSITY
1.	He is able to estimate accurately the time to complete assigned homework.	85	4	0	13.2	20.7	16.9	.20
2.	He is able to discipline himself so that his instructional enthusiasms do not cause him to sacrifice instructional goals.	74	4	1	15.0	11.3	13.2	.63
3.	He is able to discern learning plateaus and provide a change-Of-pace at strategic times.	44	5	2	30.1	24.5	27.3	.30
4.	He is able to estimate properly the most appropriate times for a portion of the curriculum to be taught.	33	5	3	11.3	16.9	14.1	1.14
5.	He is able to exclude from the classroom activities diversionary activities demanded by students.	24	5	4	13.2	13.2	13.2	2.01
				5	16.9	13.2	15.0	3.37

REPRODUCIBILITY - - - - - Test 96.6 %
Check 94.7 %
Total 95.6 %

Table XLVI

TEACHER RESPONSES TOOLS AND MATERIALS OF LEARNING
(10 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	PERCENTAGE CHECK	PERCENTAGE TOTAL	MEAN INTENSITY
1.	He uses bulletin boards effectively in instruction.	86	3	0	11.3	22.6	15.9	3.34
2.	He makes effective use of television in instruction.	68	3	1	16.9	15.0	16.0	2.20
3.	He uses radio appropriately in instruction,	65	3	2	0.0	3.7	1.8	1.50
4.	He knows, and utilizes instructional resources of the community in his teaching.	53	4	3	16.9	11.3	14.1	.34
5.	He uses appropriate books and materials to accomplish instructional goals.	37	5	4	28.3	20.7	24.5	.26
6.	The teacher uses the library effectively to accomplish instructional goals.	23	5	5	5.6	9.4	7.5	.84
				6	20.7	16.9	18.8	2.88

REPRODUCIBILITY - - - - - Test 96.2 %
Check 93.0 %
Total 94.6 %

Table XLVII

TEACHER RESPONSES ANALYSIS OF LEARNING PROBLEMS
(10 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	 CHECK	 TOTAL	MEAN INTENSITY
1.	The teacher has the skill to gather appropriate information about the students' learning capabilities.	91	4	0	13.2	15.0	14.1	.33
2.	He can assess the influence of instruction in non-class learning situation.	60	4	1	16.9	30.1	23.5	.75
3.	He can assist others to utilize out-of-class experience of students to develop skills of self-evaluation.	58	4	2	15.0	7.5	11.3	.56
4.	He can assist students to develop self-evaluation skills.	37	5	3	18.8	16.9	17.9	.37
5.	He can determine the influence of the students' emotions on learning.	25	5	4	15.0	13.2	14.1	1.69
6.	He can determine the influence of the students' physical well-being on learning.	25	5	5	0.0	0.0	0.0	.0
				6	20.7	16.9	18.8	3.75

REPRODUCIBILITY - - - - - Test 95.5 %
Check 94.3 %
Total 94.9 %

Table XLVIII

ADMINISTRATOR RESPONSES TEACHER-TEACHER RELATIONS
(9 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	 CHECK	 TOTAL	MEAN INTENSITY
1.	Fellow teachers know that they will receive friendly and courteous treatment from the teacher.	92	4	0	9.6	5.3	7.4	2.54
2.	They know the teacher will give them credit for the work they have done.	81	4	1	9.6	8.9	9.2	1.27
3.	They know that the teacher is primarily interested in their value to the organization.	67	4	2	11.5	16.0	13.8	.53
4.	They know that the teacher does not gossip about them.	53	5	3	23.0	16.0	19.4	1.00
5.	They know that the teacher exhibits pride in the organization and the people in it.	42	5	4	13.4	19.6	16.6	1.33
6.	They know that they can depend upon the teacher's being interested in the work they are doing.	12	5	5	23.0	28.5	25.9	2.35
				6	9.6	5.3	7.4	3.75

REPRODUCIBILITY - - - - - Test 94.2 %
Check 94.3 %
Total 94.2 %

Table LI shows the scale in Classroom Management under the heading of instructional coordination. Five of the original eight items constitute the scale. They may be characterized by the administrators' desires to have teachers carry their instructional activities directly into cooperation with other educational agencies in the community, and work closely with other teachers in the school. Teachers' value judgments also produced a scale in this category. Only two items in the two scales are common, community use of teachers' educational leadership and parental understanding of pupil progress and goals of instruction. Teachers, apparently, were considering these items in relation to their ability to perform classroom work, and the administrators were considering them as a part of a complete program of community coordination of instruction.

Table LII shows the scale in Instructional Skills under the heading of Tools and Materials of Learning produced by value judgments of principals. Six of the original ten items constitute the scale. They may be characterized by being simply a list of tools and materials the principal considers essential for teaching. Teacher value judgments also produced a scale in this category. Four of the six items in each list are the same. Administrators add only films and specimens to the list endorsed by teachers.

Table LIII shows the scale in Instructional Skills under the heading of analysis of learning problems produced by the value judgments of principals. Six of the original ten items constitute the scale. They can be characterized by a desire to interpret

Table XLIX

ADMINISTRATOR RESPONSES GOAL-SETTING IN THE CLASSROOM
(8 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	CHECK	TOTAL	MEAN INTENSITY
1.	Students in the teacher's classes tend to do more work than is required of them.	87	3	0	13.4	12.5	12.9	1.92
2.	Student acceptance and understanding of the goals of instruction are displayed in their work in other classes.	59	4	1	19.2	25.0	22.2	.68
3.	Students are eager to take other courses in the teacher's field after having taken one of his classes.	53	4	2	11.5	14.2	12.9	.80
4.	Materials prepared by the teacher, and those displayed in the classroom illustrate his specific goals of instruction.	29	5	3	30.7	23.2	26.8	.47
5.	Tests of students in this teacher's classes demonstrate that his goals are specific.	17	5	4	15.3	10.7	12.9	1.04
				5	9.6	14.2	12.0	1.96

REPRODUCIBILITY - - - - - Test 93.0 %
Check 93.9 %
Total 93.5 %

Table L

ORGANIZATION OF CLASS WORK
(10 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	PERCENTAGE CHECK	PERCENTAGE TOTAL	MEAN INTENSITY
1.	Reports to students on their progress are made continuously throughout the duration of the class.	90	4	0	13.4	7.1	10.1	.53
2.	Teaching materials are appropriate to the developing needs of the students.	57	5	1	19.2	33.9	26.8	.51
3.	Assignments are specific and related to the long-range plan to the course.	59	5	2	13.4	1.7	7.4	1.50
4.	Class activities are planned so that each student in class is challenged to develop the next most appropriate skill, attitude, or knowledge.	44	5	3	17.3	14.2	15.7	1.85
5.	Class requirements for books and materials are anticipated according to a long-range plan.	36	5	4	9.6	8.9	9.2	2.17
6.	Needs for teaching materials are anticipated in long-range plans.	35	5	5	1.9	5.3	3.7	3.00
				6	25.0	28.5	26.8	3.97

REPRODUCIBILITY - - - - - Test 92.3 %
Check 91.6 %
Total 91.9 %

Table LI

ADMINISTRATOR RESPONSES INSTRUCTIONAL COORDINATION
(8 Items)

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	PERCENTAGE CHECK	PERCENTAGE TOTAL	MEAN INTENSITY
1.	Learning experiences provided by the teacher show an appreciation of the instruction provided by the home, church, newspapers, radio, television and youth groups.	86	3	0	13.4	21.4	17.5	2.71
2.	Reactions of newspaper and television-radio reporters show that the teacher knows how to work with them whenever it is appropriate.	62	3	1	21.1	23.2	22.2	1.63
3.	Community leaders display appreciation for the work of the teacher and are eager to utilize his educational leadership.	41	4	2	23.0	21.4	22.2	.29
4.	Parental reactions to guidance reports reveal that they understand the goals of instruction and the progress of the child in reaching them.	27	5	3	15.3	12.5	13.8	.16
5.	Reactions of other teachers show that the teacher has developed coordination procedures that causes them to work effectively together.	17	5	4	9.6	10.7	10.1	1.19
				5	17.3	10.7	13.8	2.25

REPRODUCIBILITY - - - - - Test 95.7 %
Check 97.1 %
Total 96.4 %

Table LII

ADMINISTRATOR RESPONSES - TOOLS AND MATERIALS OF LEARNING

10 Items

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	PERCENTAGE CHECK	PERCENTAGE TOTAL	MEAN INTENSITY
1	He uses bulletin boards effectively in instruction.	84	4	0	13.4	21.4	17.5	1.59
2	He knows, and utilizes instructional resources of the community in his teaching.	64	4	1	11.5	21.4	17.5	1.16
3	He uses appropriate books and materials to accomplish instructional goals.	53	5	2	17.3	16.0	16.6	.48
4	He uses radio appropriately in instruction.	40	4	3	17.3	12.5	14.8	1.54
5	He knows, and uses, appropriate films in instruction.	23	5	4	13.4	14.2	13.8	.64
6	He uses specimens effectively in instruction.	19	5	5	9.6	7.1	8.3	2.33
				6	17.3	7.1	12.0	3.51

REPRODUCIBILITY ------------	Test	91.9%
	Check	91.6%
	Total	91.8%

TABLE LIII

ADMINISTRATOR RESPONSES - ANALYSIS OF LEARNING PROBLEMS

10 Items

INT	ITEMS	% ACCEPTING	CUTOFF	FORM	PERCENTAGE TEST	PERCENTAGE CHECK	PERCENTAGE TOTAL	MEAN INTENSITY
1	He can interpret instructional goals in terms of student behavior.	92	4	0	9.6	16.0	12.9	.42
2	He can assess the influence of instruction in non-class learning situation.	67	4	1	19.2	23.2	21.2	.68
3	He can determine needed sequential changes in student behavior.	42	5	2	28.8	29.6	24.0	.21
4	He can determine the influence of the students' emotions on learning.	27	5	3	13.4	8.9	11.1	1.62
5	He can assist students to develop self-evaluation skills.	32	5	4	9.6	7.1	8.3	2.25
6	He can assist others to utilize out-of-class experience of students to develop skills of self-evaluation.	11	5	5	11.5	17.8	14.8	3.14
				6	7.6	7.1	7.4	4.40

REPRODUCIBILITY ------------ Test 97.4%
Check 95.5%
Total 96.4%

instructional goals in terms of student behavior and to arrange for sequential instruction to secure insightful changes in student behavior. The responses of teachers also produced a scale in this category. Four items were common to both six-item scales, assessment of the influence of non-class learning and assisting students to develop self-evaluation skills, assessment of emotional influences on learning, utilization of out-of-class experiences to assist students in developing skills of self-evaluation. The other two items endorsed by administrators suggest the need for teachers to interpret their instruction in terms of behavior. The teachers, on the other hand, emphasize physical problems of learning and protest the need for them to gather all appropriate information about students' learning capabilities.

In the ten scales produced by teachers' value judgments there were fifty-one items different from the items scaled in the administrators' responses. Administrators' value judgments selected 22 items different from those in the teachers' responses. Twelve items were the same in both sets of scales. The scales included eighty-five of the original 173 items produced by the conferences with the Riverside and Newport Harbor groups.

Conclusions

The broad acceptance of the items in the inventory, both in terms of usable items identified and in the number of categories in which scales were produced, suggests that this is a helpful way of identifying teaching skills. Eighty-five of 173 items (49.1%) were usable in sixteen scales. Scales were produced in twelve of eighteen categories.

The conclusion is reinforced by an examination of the sections in which no scale was produced by the value judgments of either administrators or teachers. The two categories in Interpersonal Relations were teacher-student and teacher-parent relations. The concept of interpersonal relations being based, in part, on skill is relatively new in the field of education. The ideas behind the concept have been a substantial part of the literature in the behavioral sciences for the past third of a century, but the concept of developing them consciously is as new as sensitivity training. The acceptance of sensitivity training as a skill development procedure has a short history itself. Participation in sensitivity training by educators has been encouraged less than a decade. This may account for administrators' placing low values on the items in the teacher-student relations category. Teachers may have given diffuse responses in this area to some extent because the items suggested out-of-class behavior on which they place low values. In the category on teacher-parent relations administrators may have given diffuse answers because they felt that communications with parents about many school affairs were their prerogative. In this category, as in teacher-student relations, the diffuse answers of teachers may have been the result of partial rejection of community participation.

In the classroom management section, the two categories in which no scales were produced either by principals' or teachers' responses were evaluation-reward and identification. The diffuse responses of both may have been caused by the nature of the items which called for evaluation of specific skills, attitudes, and knowledge and for specific long-range plans based on their sequential development. This concept calls for procedures so apart from current practice that the practical inability to adopt them may have caused great differentiations in response. The idea of identification may have produced a similar reaction. The items used introduced the concept of multiple teaching skills that had to be greatly varied in relation to kind of student, parent, learning problem, and classroom situation. The concept of multiple skills is not common, and the thought of describing and achieving them may have produced differential responses.

The two categories in Instructional Skills were management of the learning environment and subject matter. Items under learning environment smacked of the inspectorial categories that used to be used by principals. It is small wonder that there was much disagreement not only among teachers, but among principals. In the subject matter category great emphasis was placed on sequencing of instruction in terms of orderly step-by-step development of skills, attitudes, and knowledge. This is relatively new to teachers and administrators and may account for diffusion of responses.

An examination of the items requires the conclusion that the items selected are not skills; they are behavioral goals. This conclusion is supported by the correspondence with both principals and teachers who received the instrument. They are descriptions of evidence that skills do, or ought to exist. If the specific skills essential to the production of the behavioral goals are to be identified, then it will need to be done by micro-analysis through an experimental procedure.

A follow-up study of the teaching skills of graduates should be done by the use of two instruments. The instrument sent to administrators should include the items in the six scales produced by their value judgments. The instrument sent to teachers should include the items in the ten scales produced by teachers. The data suggest that teacher evaluations of their own behavior are substantially in agreement with principals' evaluations.

The behavioral goals endorsed by principals and teachers would seem to be legitimate instructional goals, not only in schools of education for the preparation of teachers, but in school systems attempting to develop the skills of teachers employed. The behavioral goals in the sections in which no scales were produced should not be ignored. It is possible that the factors suggested above provided so much interference that a consistent pattern of responses was impossible. Their desirability should be determined by experimental means. Those that prove significant but developmental should also be incorporated, when substantiated, into the instructional goals for teacher training.

5/19/65
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